

ARIZONA TEACHER-PARENT

MARCH, 1952



The Dream Fulfilled



1952

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ARIZONA STATE COLLEGE
TEMPE



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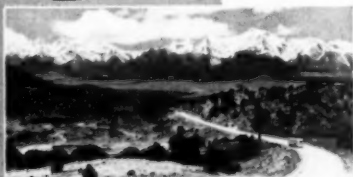


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4-H Club Field Crops winner Ray Riley from Texas, tells Mari Jo Engstrom, a Chicago Junior Achievement worker, about a champion steer from an American farm—a feature attraction at the 1951 International Live Stock Exposition.

Leaders of our future...

America has begun a new year.

Who is there among us who does not hope that 1952 will mean a lessening of tension between nations? That it will see inflation held in check? Our economic house in better order? Above all, who does not pray for freedom and peace for the whole world?

The future we all hope our nation will achieve is linked inseparably with our young people.

Their eagerness to accept responsibility wins our admiration. Hundreds of thousands of farm boys and girls are enrolled in 4-H Clubs; older boys are active in the Future Farmers of America. Through their accomplishments many farm boys and girls win scholarships to colleges and universities. International Harvester provides some of these scholarships.

City boys and girls—thousands of them—learn the responsibilities of business through the Junior Achievement movement. They organize and operate small companies of their own, some of which Harvester also sponsors. Millions of other young people are enthusiastic Boy Scouts, Girl Scouts, or belong to other organizations that help prepare them for citizenship.

The brightest, surest hope for America rests with these young people from farm and city. Though they live in a time of crisis, they are unafraid. They, and they alone, can bring the much-needed leadership, courage and determination to keep America great and free.

As an institution which could grow to its present stature only in a free land, International Harvester will continue to work with young people... to develop talents dedicated to a greater America.

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OUR COVER PICTURE . . .

THE DREAM FULFILLED is in full evidence as one approaches 3636 North Fifteenth Avenue, Phoenix, the home of the Arizona Education Association. Some years ago a small group of AEA members dreamed of the time when the profession would have its own home. The Executive Committee appointed a special committee to study the feasibility of buying or building a headquarters. After hearing the report of the Committee the Delegate Assembly deferred action.

In 1949 the problem of housing became critical. The Association, faced with an expiring lease, had the practical problem of vacating the already too small headquarters. Rental rates on office space were prohibitive. Again a committee set about the business of exploring the possibility of buying. By December, 1950, the AEA Headquarters was established, debt free. Our cover picture is of that home. When the landscaping is completed it will be a spot of beauty and a proud addition to the area in which it is located.

L.V.R.

ARIZONA Teacher-Parent

Official Publication of ARIZONA EDUCATION ASSOCIATION

EDITORIAL AND BUSINESS OFFICE
3636 North 15th Avenue, Phoenix

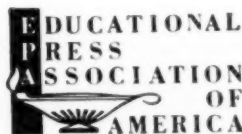
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ARIZONA TEACHER-PARENT

The Teacher's DESK
A NUMBER OF THINGS

By Joseph N. Smelser

IN A BRIEF Christmas letter, wonderful Alice Vail wrote, relative to her leaving NEA work, "I find myself especially sad." Don't we all find ourselves sad to think that Alice may not be present at the AEA Teachers and Delegate Conventions next fall? I am quite sure I speak for all the teachers in Arizona when I say that Alice Vail is invited to attend and participate in both conventions as long as she wishes. We need her professional spirit, her good humor, and her right thinking.

* * * * *

A teacher friend from outside Arizona wrote recently, "All the people in this community seem to think about is the almighty dollar. The dollar is their religion, their God. Those with the big dough run the schools, run the papers, and set the pace for material security. I feel as if I am living among primitive beings, interested only in serving their immediate biological drives, placing this above God and fellow man. With this situation facing me as a teacher, how can I inspire my students to be really concerned about the love of learning, love of beauty, love of the true and the right? How can I help them understand that all of us are pretty much what others create in us and that we therefore cannot long survive, living and thinking in terms of short-sighted self-interest?" I have not, as yet, answered the letter. Will some one help me through "The Teacher's Desk"?

* * * * *

Once I knew a jeweler with ten thousand dollars worth of diamonds lying safely within five feet of his glass show windows every night. Every day he had something bad to say about city taxes.

* * * * *

A student asks, "Do people do right only because they are afraid of the law, afraid of public opinion—afraid of something? Do we respond only to fear, reward, and punishment? Was Job right when he said he should love his God (and his fellow man) only for what He is?"

* * * * *

Was Emmanuel Kant just kidding or simply ignorant when he said that men should treat each other as ends in themselves and never as means to an end only; and that the real test of the rightness of an act is contemplation of what would happen if all other people would insist upon doing the same act?

* * * * *

Shall we try to help our students understand and respect the things eternal?

SPRING ISSUE, 1952

ARIZONA
Teacher-Parent
Official Publication of ARIZONA EDUCATION ASSOCIATION

Devoted to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and of America.

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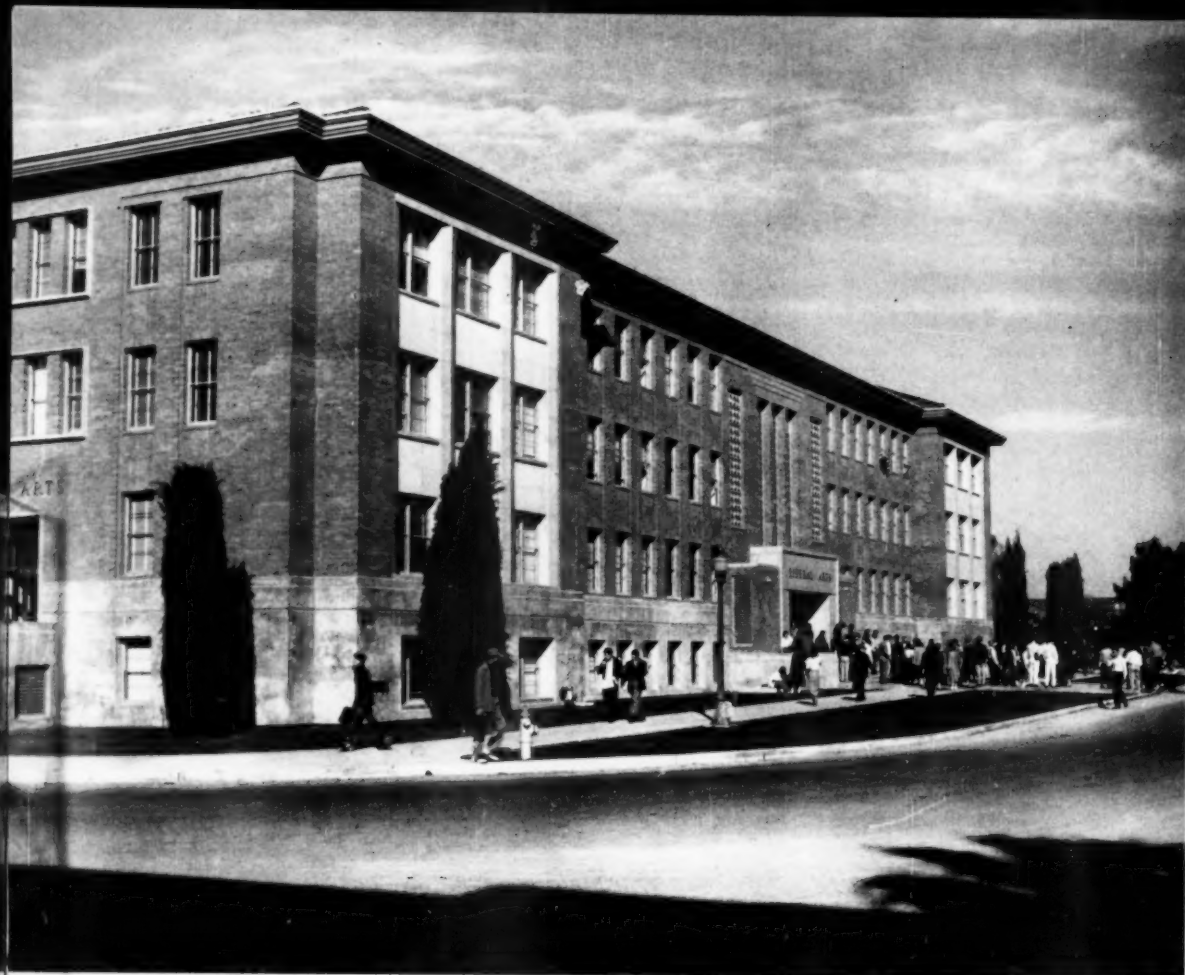
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STATEMENT OF POLICY: As the official publication of the Arizona Education Association, the *Arizona Teacher-Parent* is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The *Arizona Teacher-Parent* will attempt to present only such material as has a wide appeal or answers a known specific need. To this end the Editorial Board of the *Arizona Teacher-Parent* encourages reader contributions that meet the above requirements reserving however the right of editing or rejecting such contributions. Viewpoints expressed by authors are their own and not necessarily those of the Association.



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1952

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UNIVERSITY OF ARIZONA
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THE NEA DEPARTMENT OF CLASSROOM TEACHERS will hold a regional conference in Los Angeles, March 20-22. The first day will be devoted to a visitation of the Los Angeles City Schools and the remaining time to the convention program proper. The program theme will be: "Organized Action + Effective Participation = Ultimate Achievement." Key speakers will include Arthur F. Corey, Executive Secretary of the California Teachers Association, Alexander J. Stoddard, Superintendent of the Los Angeles Public Schools, Janie Alexander, department president, and Hilda Maehling, department executive secretary. Teachers from Arizona, California, Colorado, Nevada, New Mexico, Utah and Hawaii will participate.

THE NATIONAL HONOR SOCIETY will hold its seventh annual scholarship examination March 18 in 7,000 high schools throughout the United States. The requirements for participants are: students shall be seniors, members of the National Honor Society, planning to go to college, and having enrolled previously as candidates for the examination. Fifty-five winners will be selected. Inquiries should be directed to Paul E. Elicker, secretary-director, scholarship board, 1201 Sixteenth St., N.W., Washington 6, D. C.

REPRESENTATIVES TO THE NEA REPRESENTATIVE ASSEMBLY which will be held in Detroit, Michigan, June 28-July 4, will be selected by the Executive Committee of the Arizona Education Association some time after March 1. A number of teachers have applied and all applicants will be notified at the earliest possible time.

THE AEA LEADERSHIP CONFERENCE will again be held at the College at Flagstaff, begin-

ning the last week in August. We hope this conference will be as fine as the one last summer and that every local education association in the state will be represented. Keep on the alert for further announcements.

THE ANNUAL SUMMER CONFERENCE of the NEA Department of Classroom Teachers will be held in Ypsilanti, Michigan, July 7-18, 1952. For full details see page seventeen of this issue.

THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS will meet in convention in Kalamazoo, Michigan, the last week in June. It is hoped that the AEA will have another outstanding group of representatives in attendance. Each state is limited in representation and invitations from the NEA Commission are extended through the State Education Associations.

AMERICAN EDUCATION WEEK for 1952 will fall on November 9-15. The general theme will be "Children In Today's World." The topics for each day are: Their Churches, Their Homes, Their Heritage, Their Schools, Their Country, Their Opportunity, and Their Future. Sponsoring organizations are: National Education Association, The American Legion, United States Office of Education, and National Congress of Parents and Teachers.

TEACHERS WITH A SPECIAL INTEREST IN READING will welcome news of the Fifteenth Annual Conference On Reading at the University of Chicago next June 25-28. The central theme will be "Improving Reading in All Curriculum Areas." Information may be secured from William S. Gray, Department of Education, University of Chicago.

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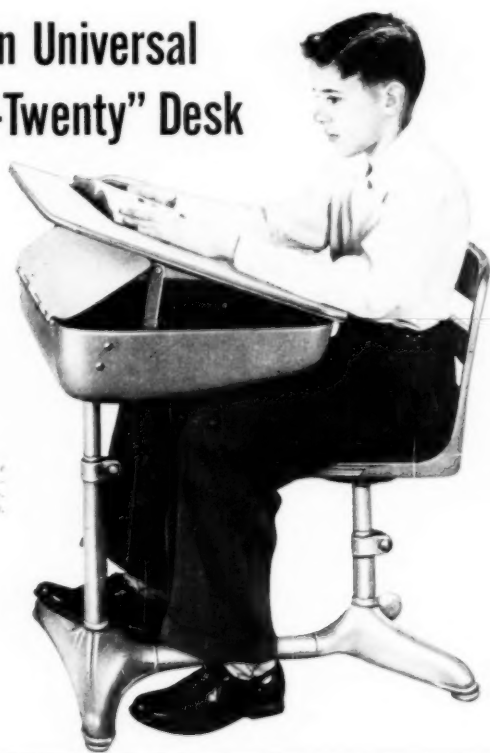
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THROUGH the FIELD GLASS

From time to time news of interesting doings in various communities trickles into your AEA Headquarters. We attempt to pass along those items which we feel will have special appeal to our readers. We hope that others will send us news for inclusion on this page. L.V.R.

THE TUCSON EDUCATION ASSOCIATION has won fame, and some fortune, for itself with an annual dramatic production which rivals the best. Those of us who had the good fortune to see even a portion of last year's production, "The Gay Nineties," remember it with a flavor for more. We hear this is the way the Tucson citizens feel about this annual affair and that the group this year anticipates playing to a full house for at least two evenings. The town stands agape at the display of talent among its pedagogues and pays out good cash which in turn provides scholarships for promising young people who enter the field of education. The TEA provided at least four such scholarships last year. This looks like PUBLIC and PROFESSIONAL RELATIONS in capital letters.

AND THEN THERE COMES TO mind the matter of book-bannings. We hope our beloved Arizona, where "A Man's A Man," is not capitulating to the hysteria which seems to be running rampant and threatening the clear and unfettered thinking which has characterized American life. We note with some apprehension that one large union high school district has removed from its libraries "The Christian Science Monitor." Another has, without investigation and upon recommendation of one group, removed some 45 books by the following authors: Louis Adamic, James Truslow Adams, Charles Austin Beard, Stuart Chase, Paul DeKruif, Kenneth Gould, James Weldon Johnson, Arthur Kallet, Carey McWilliams, Lewis Mumford, Lincoln Steffens, Pearl Buck, Carl Crow, Edwin Embree, Dorothy Canfield Fisher, Oliver LaFarge, Paul Radin, Holland Roberts, Mari Sandoz, Sigmund Spaeth, and Anna Louise Strong. We do not presume to pass judgment upon these books. We do raise the question as to what becomes of the free mind in America if our youth are to be spoon fed — and from what spoon they shall be fed. We also predict a scurry among students for these books if they come

to know they are secreted from them.

SOMETIMES AS WE FIGHT THE good fight it looks hopeless. Such was the case for some years as your AEA Public Land Committee worked against tremendous odds to protect a part of the heritage which was set aside for public education when Arizona was granted statehood. Those four sections of land in every township have been the lure of the greedy. Our readers know the story of unpleasantness and the measure of success which came through long delayed legislation. What they probably don't know is that some of those who opposed the AEA stand have come to realize that those lands could someday provide for a large share of the cost of our schools. And realizing this, they have come offering their support. We welcome their help for, after all, who else should protect the taxpayers interest.

ONE OF THE FINEST THINGS we have seen coming from a local education association on this matter of the value of the Arizona Education Association was sent to us by the president of the Tempe Education Association, Miss Esther Den Hartog. We reprint their summary here for your consideration. (Prepared by Francis Ferney.)

WHAT THE AEA MEANS TO TEACHERS

1. A respected, unified and powerful profession much respected by certain interests in Arizona.
2. Sixty classroom teacher units throughout the State. (Twelve years ago there were none.)
3. Classroom leadership in the educational profession. (It doesn't take a long memory to recall those good old days when teachers were professional and political nonentities.)
4. Two increases in State Aid with consequent benefits to salaries. (Where would our salary schedule be without them?)
5. Regular salary schedules in most schools. (They were practically

nonexistent a few years ago.)

6. The highest requirements for teacher certification in the U. S. (The AEA has fought every effort to cheapen teacher requirements.)
7. One of the best paid teacher groups in the nation.
8. A tenure law which establishes the legal principle of "just" cause for dismissal.
9. A soundly financed retirement plan. (This took over 10 years to achieve—and is yet being adjusted to meet the needs of teachers.)
10. A group health and accident insurance program with liberal features and administered by the AEA itself.
11. Credit unions in many school areas, originating with the AEA Credit Union No. 1, in 1939.
12. Protection by the NEA and AEA Defense Commissions against unjust dismissal. (Cases aired: Chandler, Yuma, Ash Fork.)
13. An AEA budget which includes \$5000 for the defense of teachers in professional legal trouble. (This has already been used in a number of cases including two, where teachers were sued for spanking children.)
14. A new AEA headquarters building owned by the teachers. (This is a valuable real estate investment.)
15. Leadership in the fight against the State Land Commissioner, and the cattle interests to prevent further spoilage of the State School Lands. (The resulting increase in rentals will double the income to the permanent school fund.)
16. An annual convention requiring months of careful planning and plenty of money; a magazine which finances itself and a newsletter to all teachers.
17. A unified organization which dares to challenge interests often unfriendly to public education.

The value and the privileges to be a part of this organization cannot be estimated in dollars and cents.

A stylized graphic for a National Bank of Arizona advertisement. It features a large, 3D block letter '1' with a thick black outline. To the left of the '1', the text 'Make it your BANK' is written in a bold, italicized sans-serif font, with 'BANK' underlined. To the right of the '1', the word 'st' is written in a large, bold, italicized sans-serif font. Below the '1', there is a small, stylized outline of the state of Arizona. The entire graphic is set against a background of diagonal stripes.

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WORLD'S LARGEST

PROFESSIONAL

ORGANIZATION

the NATIONAL

EDUCATION ASSOCIATION

WILLIAM G. CARR has been appointed Executive Secretary of the National Education Association, by the Board of Trustees of the association. Dr. Carr succeeds Executive Secretary Willard E. Givens who retires August 1 from the position, to which he came in 1935 from the superintendency of the Oakland, California, public schools.

In making the announcement of Dr. Carr's appointment A. C. Flora, formerly superintendent of the Columbia, South Carolina, public schools, and Chairman of the NEA Board of Trustees, said: "The executive secretaryship of the NEA is one of the most influential educational posts in the world. The trustees were unanimous in inviting Dr. Carr to fill this position. After a nationwide search, conducted by means of discussions and correspondence with officers of the NEA and other educational leaders, the Board feels sure that it has found the leadership that the teaching profession needs in the years ahead."

Dr. Carr has been Associate Secretary of the National Education Association since 1940 and Secretary of the Educational Policies Commission of the NEA and the American Association of School Administrators since 1936. Dr. Carr has served as general secretary of the World Organization of the Teaching Profession since 1946.

The newly appointed Executive Sec-



William G. Carr, Secretary Elect

retary joined the staff of the National Education Association in 1929. His work has been most directly connected with those activities of the NEA which deal with research, policy and international relations. He has been a teacher in the public schools and in numerous colleges and universities.

As consultant to the United States Delegation of the United Nations in San Francisco, he worked effectively for the creation of the United Nations Educational, Scientific, and Cultural Organization. He was deputy secretary of the Conference on Educational and Cultural Organization in London in 1945. In 1947 he was adviser to the United States Delegation at the Second Conference of UNESCO in Mexico City.

Dr. Carr is the author of numerous books and articles on international relations, school finance and school administration. Among the many publications issued by the Educational Policies Commission during the secretaryship of Dr. Carr are *Education and National Security*, *Learning the Ways of Democracy*, *Purposes of Education in American Democracy*, and *Education for All American Youth*.

The National Education Association is the national professional organization of American teachers. It includes in its direct and affiliated membership

a total of 875,000 educators. Policies of the Association are determined by an Assembly of elected representatives from 4,000 local and state affiliated associations of the organization. Created in Philadelphia in 1857, it now operates under a charter issued by Congress in 1906. Its purpose is to improve the education of children and youth to serve the economic and professional interests of the members of the teaching profession.

During the administration of Executive Secretary Willard E. Givens the Association has become the world's largest professional organization with 32 Departments and 24 Commissions and Committees. Its headquarters staff is located in Washington and includes more than 400 persons engaged in the various special fields of education from the kindergarten through the university.

In addition to other honors, Dr. Carr has served as General Secretary of the World Organization of the Teaching Profession since 1946. He holds honorary membership in several of the professional organizations of other nations.

A native son of California, born in 1901, Dr. Carr has one son who is with the U. S. Geological Survey, Plant City, Florida. His parents reside in Los Angeles.

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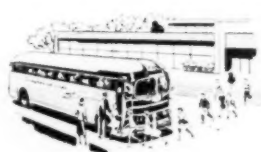
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On Our AEA Way

By WALTER MAXWELL
AEA Executive Secretary

THINK BACK IF you will to the year 1938, still a Depression Year, and picture the Delegate Assembly of the smallest state education association that ever made the decision to strike forward toward the establishment of a full-scale professional program. That was the decision of the 1938 Delegate Assembly. And then picture the meetings of successive Delegate Assemblies (1939, 1940, 1941—and so on for almost a full decade) in which the first concern was the struggle of the AEA for its very existence, years in which each passing year found the state association more deeply in debt each summer—until finally, in 1942, the AEA found itself in debt to its legal limit and could borrow no more.

Today, we are fortunate—in several respects. The AEA has in dues collectible funds which are sufficient, I am sure, to carry on its program thru its current year; and it has debt free assets (other than cash and dues collectible) conservatively valued at more than \$51,000—as you will see from the statement of assets included in the packet of Delegate's materials given you this morning.

A period of progress

Yes, this was a period of great progress. In 1939, total State support for schools amounted to \$25 per pupil per year. The 1939 Assembly voted full support for an Initiative measure to increase this to \$65 for each elementary pupil and \$95 for each high school pupil; and this Initiative measure was carried at the polls at the general election of 1940. In 1947 the AEA's legislative program was again successful; the State Legislature increased State support from \$65 to \$95 for elementary pupils—and for both elementary and high school added \$20 a year from the counties, making \$115 per pupil in State and county support to our school districts. Teachers' salaries had been lagging woefully. But after the AEA's legislative triumph, teachers' salaries increased for the next school year by more than \$700 a teacher—from one end of the state to the other.

Arizona, ranking 31st in the nation in average income of its citizens, must surely rank today about 6th or 7th among the 48 states in average salaries paid to teachers.

Whatever else was the outcome of the AEA's Amendment 102 Campaign in 1950, 65,000 people marched to the polls and voted for further equalization of school taxes and for greater opportunities for many of the children of this state. I am sure that you do not care who gets the credit for Equalization. The important thing is that so many thousands of influential Arizonans are now aware of the fact that their high tax rates in many school districts are not the result of unreasonable school expenditures but are the product of an inequitable tax structure about which something can definitely be done. There is good reason to hope that Equalization can be achieved within the foreseeable future.

New associations

But this is not all. Delegate Assemblies for several years placed a first emphasis upon the organization of local associations. In 1941, there were 15. Today, there are 68, one in almost every community in Arizona. These are great assets of our organization.

Acting under directives of the 1942 Delegate Assembly, we launched a legislative campaign to do something about the old teachers' pension program, about to bankrupt itself since no money had ever been funded to assure pensions for the ever-increasing number of teachers approaching retirement age. The Arizona Teachers' Retirement Law was secured in 1943. Recognizing what inflation has done to teachers' retirement allowances, and recognizing the imperative need to work vigorously for liberalization, we can give thanks that we have a sound teachers' retirement

Because the Executive Secretary's message to the Delegate Assembly carried a wealth of information in which the membership will be interested we have prevailed upon him to permit us to print this portion of it.

system. It is one in which we have legal rights—it is not a pension.

In 1949, after nine successive Delegate Assemblies had urged and worked for the enactment of legislation to provide the members of our profession with protection against unfair dismissal—the Arizona Teacher Tenure Law was passed. It went into effect in 1950.

Expanded program

But that is not all. The Delegate Assemblies of 1946, 1947 and 1948, greatly expanded the AEA program. The AEA Defense Commission began to function vigorously. The Salary Committee—and numerous others—began to be affirmatively and aggressively helpful to numerous members and to the growing number of local associations. The tremendously significant work of the Arizona Commission on Teacher Education and Professional Standards was launched. And, during this period, the AEA Public Lands Committee fought "the good fight" and hard fight—and certainly has won the opening battles in the campaign to conserve and safeguard Arizona's treasure chest in resources—on State school lands.

Most of you here today took some part in actions taken by the 1949 and 1950 Delegate Assemblies, the AEA now has a permanent home, a permanent building of its own. The several AEA committees that are meeting each Saturday during the winter months no longer meet in hotel rooms and pay fancy rentals. They now meet in your building. The AEA is today adequately housed—and more than that: It is housed in its own building, which is paid for—lock, stock and barrel.

I believe I am correct in saying that the AEA is the only state education association that has ever erected its own building without making provision for a sizeable, built-in mortgage, to demand constant attention during the years ahead.

Group insurance

For two years past the Delegate (On Our AEA Way, page 35)

When the President of the AEA stood before the delegates assembled in their annual meeting last November and retold the story of the heartbeat of our Association, and at the same time opened vistas before us, he filled our hearts with pride. Very little has been deleted from his message as reprinted here for each member of the Arizona Education Association.

THE AEA PROGRAM - PAST AND FUTURE

THOMAS P. TAMMEN

THE SEED OF equalization of educational opportunity for the children of the state and of school taxes necessary to support this program, so well planted in our campaign of 1950, is growing vigorously. One outgrowth of the campaign is the Governor's Committee of Fifteen—five representatives of business and industry, five from the State School Boards Association, and five from the Arizona Education Association.

This Committee of Fifteen was indicated last May when the Governor, at my request, conferred with five members of your Executive Committee and asked the cooperation of the AEA in a discussion of education problems in the State with other interested groups. On October 16 the president of the AEA and the president of the Association of School Administrators were asked by the Governor to appoint five school people to represent the Association. Pursuant to the resolution adopted by the 1950 Delegate Assembly, that we support and cooperate with any groups of interested citizens that might sponsor equalization legislation, a committee of five was appointed.

Another outgrowth of the campaign of 1950 is the authority recently given by the Special Legislative Committee on State Operations, better known as the Interim Committee, to the firm of public administration specialists, Griffenhagen & Associates, to make a study of Arizona's school tax problems. I should add that last August the AEA was invited to send representatives to a preliminary hearing on school taxes, conducted by the Interim Committee, and two members of your Legislative and School Finance Committee presented the views of the Association at this hearing.

The office of president

Some reflections on the office of president should not be inappropriate in this report. Sometime a decision will have to be made about the nature of the office—what the members of the Association expect of their president. Shall the office continue to involve only such duties as can be performed in ad-

dition to a full-time job as teacher or administrator, or is it becoming a job that requires at least half a person's working time? If no more need be required of the president than to sign vouchers, write letters, preside at Executive Committee meetings and other meetings of the Association, attend conferences within and outside the State, and such local meetings as time permits—then the present arrangement may suffice.

But that would seem a very limited conception of the office, largely ineffective in guiding and promoting the interests of the Association, as outlined by the Delegate Assembly and implemented by the Executive Committee.

The Magazine, the Newsletter, and communications from headquarters, cannot take the place of personal contacts. Misinformation and misunderstanding can best be cleared up by meeting around a table with local groups. The program of the Association, and the handicaps that sometimes beset it, can be presented effectively in no other way. The contacts of many of our members with the AEA are too limited to give them the feeling of really belonging and the opportunity of voicing their doubts, their grievances, and their desires. The president as the elected head of the Association could do more than anyone else to help bridge this disturbing gap—if he had the time.

The Delegate Assembly—when?

Another matter that may deserve consideration is whether holding the Delegate Assembly around this time of the year serves the best interest of the Association. There are some advantages in the present arrangement, but there is at least the big disadvantage that we swap horses in mid-stream. There is inevitably some let-down and put-off on the part of the outgoing regime, and some time elapses while the new regime gets into harness, handicapped by the nearness of the Christmas holiday—and all this at a time when the Executive Committee and the other committees should be functioning at their highest level, and when the time and

energies of the Secretaries and their staff should be fully available in promoting the program of the Association—a program that for the most part coincides, and should be continuous, with the school year, without interruption.

Professional dues

I hope that you also will not consider it inappropriate for me, as your retiring president, to make a few remarks about dues, the AEA budget and some related matters. These remarks



The Delegates Meet

do not offer any conclusions; conclusions are *your* business, not mine. As AEA leaders, you are among those who must bear up under criticism each fall—such criticism being in large part an inevitable consequence of an annual membership campaign and collection of dues. But we have an obligation to consider carefully any and all questions raised by honest criticism. What are some of these questions?

The first major question: Are the dues "too high" for our average member?

It is difficult for anyone to provide a simple answer to this question. NEA-AEA dues last year ranged from a minimum of \$6.50 for a few of our members to a maximum of about \$60 for some others—though the dues paid by the great body of our members ranged from \$12 to \$26. Suppose, then, that we look at the average. The average paid by our members last year was \$19, our average member having a

salary of just more than \$3800 a year. Five dollars of this \$19 was NEA dues, leaving \$14 per member as AEA dues. This was the money collected and used to finance the AEA Program.

It is fair to ask, then, if \$14 a year is too much to pay in AEA dues. Let's compare ourselves with other professions. The information I have is that Arizona doctors who join their local, state, and national organizations pay \$110 a year. Lawyers pay annual dues that range from \$15 to \$27, plus fees for various meetings. Certified Public Accountants pay annual dues of \$25 to \$40, depending on certain factors, to their National Association. But some would contend that such comparisons are unfair, because those in other professions have higher incomes than teachers and are financially able to pay higher dues. We might, then, drop down the scale of professional incomes to the registered nurses. The average registered nurse in Arizona has an income of close to \$2600 a year; she pays \$20 a year to her state and national associations, plus local dues.

We might compare ourselves with other state associations. AEA dues are much higher than state association dues in the East, Mid-West and South. It is also true that state association dues are much higher throughout all of the western states, due to the fact that the state associations of the West are engaged in more extensive programs than are associations in other parts of the nation, and because of their smaller populations. Oregon, Montana, Idaho, and Nevada have dues scales that are identical, for all practical purposes, with our own scale of dues. The California Teachers Association, with its 58,000 members, has state dues of \$12—plus \$5 for the NEA. Utah has \$10 dues, plus NEA dues of \$5 and is considering an increase. New Mexico has \$10, plus NEA dues of \$5.

Let me proceed to the second major question: Do we have the right kind of dues scale?

I hope that we all recognize that this is a separate question from the question of whether dues are simply "too high" for our average member. Our members often are surprised to learn that *state and national dues together* averaged only about \$19 a member last year, and—assuming an average increase in salary of \$200 a teacher, will average about \$20 a member this year.

There is still the question whether we have a proper basis for the collection of dues. On the one hand it can be pointed out that ours is the only profession in the State in which dues are assessed entirely upon a graduated basis, the amount of an individual's dues depending on his earnings, and so,



Working Together On Our Problems

in part at least, on his ability to pay. On the other hand, numerous state education associations have increased dues during the last few years, and a majority of these have adopted plans of two or more brackets; only four states, in addition to our own, have placed dues on a percentage basis, without upper or lower limits.

If you discuss dues, then there are these two major questions: (1) Are dues simply "too high"? (2) Do we have the right kind of a dues scale?

Another question which concerns all of us is the effect that the dues scale has upon membership enrollment. The dues may have some effect on total membership enrollment; but it is difficult to make any worthwhile estimate of what that effect is. There are so many other factors that have equal—if not greater—effects. The rate of inflation, and adequacy of salary increments the previous spring, for example, are factors in determining the relative success of the fall membership campaign. In this matter one person's views are as good as another's.

How the budget increased

As a member of your Executive Committee during the past two years, I have occasionally been asked why the AEA budget has increased so much.

My answer to this, in brief, is that it has **not** increased very much. Since 1948, expenditures for the regular AEA program have increased less than 5%. Of course, I am not including the cost of the Amendment 102 Campaign, for which special expenditures were approved by the Delegate Assembly, and which were entirely confined to the year 1950. Neither do I include investments in the new AEA Building; for,

as you see from the Statement of Assets prepared by the Treasurer, the appraised value of that building is now greater than the amount that the AEA invested in it.

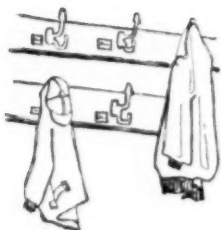
In 1949, total expenditures on the AEA program, exclusive of investments in real estate and bonds, came to \$61,829.69. For 1951 you have the audit of the Certified Public Accountant for the first nine months of this year. Adjust these figures to a 12-month period, instead of nine; deduct the final payment on our new building (\$2,050); and you will find that expenditures this year are running just less than 5% higher than in 1949. The budget adopted by your Executive Committee for the coming year is no greater than that for the year past. Are there many organizations whose costs of operation for the last three years reflect no more than a 5% inflation?

You have in your materials a copy of the budget for 1951-52. I should like to comment on some of the accounts shown in this budget. As Mr. Maxwell has told you, the AEA program was greatly expanded in 1946, 1947, and 1948. Here are some of the ways in which the program was expanded, and what they cost. It is up to you to determine whether these expansions are worthwhile, or where and how much they should be cut back.

The budget in outline

First, Account 106, **Legal Services:** \$2200. It is this account that has helped to sustain the work of the AEA Defense Commission, Public Lands Committee, and the Legislative Committee, and to provide legal help on professional problems to many of our members.

(The AEA Program, page 32)



EXCHANGE TEACHER

by

EDITH HIBBERT

IT IS AMAZING, I thought, standing in my class-room in England and shivering a little in the temperature of 56 degrees (it would fall later) how many odd things there are in a British class-room, when you have been for a year in a New York "Home-Room."

In both there are a teacher, 30 pupils and 30 desks, both are called high school classes, and both contain blackboards and chalk, but even the chalk in Britain is different—a dusty variety that outlines all the prints in your fingers.

I stood faintly bewildered, looking for the coats on pegs. Then I remembered that all coats were left (and shoes changed) in a cloak-room outside; I recalled that I must keep a lynx eye on feet for any sinner still in "out-door shoes" or wearing socks not stipulated in "school uniform." I looked for the telephone and then remembered that now all messages would have to be taken on my own feet; and I reminded myself that I would leave the haven of this room in ten minutes and not return all day because each of my classes would be taught in its own room. I looked for the nation's flag, and saw instead a picture of Van Gogh's "Sunflowers."

Suddenly it struck me that the children were waiting for something, standing in silence by their desks, and it came back to me that I had to say "Good morning, girls" and hear their chorused reply, and then give them permission to sit. (Mem: Remember to stand myself when the Head Mistress enters and to call the Faculty "the Staff.") "You may sit," I said, and 30 12-year-old girls, beginning their second year in High School, each in a yellow shirtwaist and brown "tunic" to the knee, sat and waited for the roll-call—no, "the register" here. (Memories of New York, "Now I'll take the register." "Where to ma'am? It'll sure be heavy.")

There were the familiar surnames, old as Domesday Book—the Sadlers and Glovers—and as Anglo-Saxon as the pink and white faces, the blue eyes and fair hair, the indeterminate noses in front of me. I hoped that we still had in school the Jewish refugee, for I was a little home-sick for the olive

Assistant Classical Mistress at Sutton Coldfield High School for Girls, Warwickshire, England, who taught for a year, on the exchange system between U.S. and British Teachers, at the Union Endicott High School, in Endicott, New York.

skins and lively dark eyes, the curious accents and unpronounceable names of Room 212.

Nobody came

The register over, they sat and chatted, but nobody came to chat with me, and I remembered that, consumed with curiosity as they were, nobody would come—yet. We were all a little shy of each other after the year's separation; if I talked, they would think I was "showing off," than which there could be no greater crime. So I waited until the bell rang, five minutes late, because the newly-installed electric bells were suffering from electricity cuts.

The children filed out in silence, two by two, to Prayers, with which the school opened every morning. Only the Jewish stayed out; all the rest were Protestants and mostly Church of England (Episcopalian). And that, I reflected, following them is why there is no national flag except, on gala days, the rather grubby one flown outside, as often as not, to my "Exchange's" horror, upside-down. We've all been English for so many centuries that it's something all around you, like the air you breathe. One doesn't talk about it or trouble overmuch with emblems; one just knows it.

After Prayers we had "Notices" (Announcements); dinners this term would be sixpence (7c) a day; the free milk provided for each child would be set out in a certain room; the school "pudding-basin" hat must be worn to and from school; all possessions would be inspected for marking with the owner's name (here the Form Mistress sighed). Then a record of a Mozart Symphony was played through an amplifier. And so, back, across the courtyard with the late roses in bloom, to lessons, half-an-hour or so after our arrival at school.

All the lessons seemed strange that day. Odd to think that this day's schedule would not repeat itself until the corresponding day next week; odd to

remember that the girls in the first two years had not "elected" to study Latin, but had had it decided for them, along with the English, French, History, Geography, Mathematics, Science, and Physical Training, which formed the two years' basic education in this "Grammar School." The school offered an education which aimed at developing character and mind through a severe mental discipline. Threats to "flunk them out" would be idle. Moreover, there was nowhere to be "flunked" into.

The classes sat in compact units, mostly the same for each subject, in their own class-rooms, and we went in turn to them and gave out lessons. It was hard to remember that these children were all selected by competitive examination at 11 for this type of school, and were all reasonably literate, but not all Latinists. In America my Latin students selected Latin themselves and were often less advanced scholastically, but mature and with a vested interest in "making the grade."

Here I roused indignation by setting homework: "We do it on Wednesday and Friday."

I had to rub up my Latin Prose Composition and my Greek for the Sixth Form. (These were girls in the last year of school—all University candidates and taught mainly in groups of under ten.) I had to recapture the technique of "babying" by 12-year-olds along the thorny paths of the Third Declension. I was glad when 11 o'clock came with the 20 minute break for coffee; still happier when four o'clock brought the prospect of Staff Room tea.

However, tea was late that day. Shyly in the Form-room they drifted up, "Please," Sandra says, "could you tell us, please . . . ?" "Sure, honey," I said. There were delighted giggles. "Please, my pen-friend in the States sends me the most wonderful parcels." "Please, Mother says are they all as generous?" "Did you have a banana split?" "Do they . . . ?" My English cup of tea went cold. But we were off.

The whole group attends the morning sessions which are devoted to topics of

1. Certificate—Everyone who attends the conference will receive a certificate signed by President Elliott, Janie Alexander, and Hilda Maehling. We find, from past experience, that many boards of education accept this certificate as evidence of inservice growth. Many teachers have used it to receive credit

Location—Ypsilanti, Michigan, the home of Michigan State Normal College, is located in southeastern Michigan within a 50-mile radius of 60 percent of Michigan's total population. It is about 30 miles from Detroit and seven miles from the University of Michigan at Ann Arbor.

Ypsilanti is easily accessible by train, bus, or plane. It lies on the main line of the New York Central Railroad, has hourly bus service to Detroit and Ann Arbor, and is only three miles from Willow Run, the Detroit air terminal.

Fees—A fee of \$65 will be charged which includes meals, room, and incidentals. An additional tuition fee of \$7.50 will be assessed to those who desire credit.

Recreational Activities and Facilities—All of the facilities of the College will be at the disposal of the conference participants including the swimming pool and Charles McKenny Hall, the College Union, with its handsomely furnished lounges, snack bar, and book store. The participants will also be able to enjoy concerts, plays, and other advantages including activities on the campus of the University of Michigan.

A very special event will be a visit to the Ford Motor Company, Greenfield Village, and Edison Institute as company guests.

Registration—Those interested in the conference may secure registration blanks by writing to the NEA Department of Classroom Teachers, 1201 Sixteenth Street, N.W., Washington 6, D. C.



"Then there's the one about the two principals who were walking down the street and one principal said to the other principal, 'Say, Fred . . .'"

interest to all, but each participant chooses his afternoon discussion group in the specialized area which is of greatest interest to him.

One outstanding feature this year will be a tour of the Rackham School of Special Education and an opportunity to visit some special demonstrations in the teaching of retarded children, crippled children, deaf children and deaf-blind children.

Theme — The theme for the confer-

to meet a local requirement of inservice growth or to maintain a position on a salary schedule. This certificate is included in the regular \$65 fee.

2. 370S—Workshop in Current Educational Issues — If, however, a participant wishes to receive from MSNC an official statement of credit earned or to use the credit toward a degree (in cases where another college will accept a transfer of the credit) enrolment in 370S is required. The tuition fee for 370S is \$7.50 additional.

CALLING ALL TEACHERS

Adults are prone to forget that



CHILDHOOD IS NOT The HAPPIEST TIME OF LIFE

by

ROBERT F. TOPP, Ph.D.

Arizona State College, Flagstaff, Arizona

MOST ADULTS CLING to a favorite belief that childhood is that period of life when troubles are scarce and problems of little consequence. "Carefree days," "Childish joys," "If I were only a kid again," are phrases that come to mind as typifying the adult view. Nothing could be further from the truth.

Childhood is not the happiest time of life, adult viewpoints and inspired writings of poets to the contrary. The chances are better than average that it is the most unhappy period in one's entire existence. Barring very exceptional misfortunes during later years, most people encounter more difficulties of adjustment during childhood than at any other time. If our adult memories did not play tricks on us we would heave a sigh of relief when we reached maturity and complain no more about such comparatively minor irritations as income taxes, the weather, or the high cost of living.

Memories play tricks

Fortunately or unfortunately, our memories do play tricks on us. Experiences that took place during our early years seem to have been more enjoyable than they actually were; troubles are forgotten, and pleasures clearly recalled and embellished. We remember with satisfaction the birthday party we had but forget the bitter disappointment we felt when an admired friend failed to bring a present. We do not forget the joy of Christmas pageants at school but erase from our minds is the heartache we felt when we failed to get a coveted role in a play. Time seems to eradicate the past imperfectly, obliterating many unhappy moments of childhood and, perhaps by way of compensation, enhancing the happy experiences.

There are other reasons why most

adults fail to appreciate the real problems of childhood. Generally speaking, it is impossible for adults to "think like children." We cannot understand fully the reactions children have to seemingly minor difficulties in their lives. To the adult it is inconceivable that the "little problems" children encounter can be anything but unimportant or of passing significance. Try as we may, we are not able to view life through the eyes of children.

From the adult position a teddy bear that a child is accustomed to taking to bed with him can hardly be considered an important problem. We sympathize, but fundamentally we do not understand. Nor do we view as serious trouble the fact that a little clique of girls won't speak to another girl because her brother was once in jail. Similarly, to the adult, the teasing and name-calling characteristic of children's spontaneous behavior should cause no real concern; being dubbed "freckle-face," "four-eyes," "sissy," "dummy," "stinky," "mamma's boy," or any of a thousand thoughtlessly-conceived names can hardly be viewed by adults as soul-shaking problems. But often they are, to the child.

These are several unavoidable conditions that make childhood a hazardous initiation to living. From birth to maturity the human being finds it necessary to adjust to the continuing realities of living — realities that are more frightening, more numerous, and more threatening to physical and emotional existence the younger the individual is. As the child grows the realities he must face decrease in frequency and ordinarily become less difficult to cope with, but throughout his developmental period they are severe enough to be threatening to continuing well-being. It is not until he achieves a certain degree of independence socially, psychologically, and economically, with the accompanying establishment of self-assurance, that the individual has

opportunity to enjoy real happiness.

Our helplessness

The newborn child is pitifully incapable of caring for itself. Not only is he dependent upon adult assistance from birth to maturity (and somewhat thereafter if the individual enters certain professions), but for the longest period of infancy of any living creature he continues to be relatively inadequate in coping with his environment. Difficulties of living are tremendous during these early months and years of life when the child is slowly making the transition from complete dependence through a state of semi-dependence to the independent existence that should characterize the mature individual.

In addition to the fact that the child is poorly equipped by nature for automatic adjustment to living during his early years, the world he must face is the most complex that any human being has contemplated. From the thousands of immediate dangers growing out of electric outlets, hot stoves, stairways, and drugs in the medicine closet, to the threats of automobiles, disease, and implements of war the average child has no choice but to live life dangerously.

To add to his burden, the young child lacks the psychological resources that the adult has been able to acquire through years of experience. At maturity, the individual has had enough previous experience to realize that new obstacles are not insurmountable. Likewise the adult recognizes the difference between big problems and little problems, something a child is not capable of doing.

We ask the impossible

Parents and teachers are still asking the impossible of children, in spite of improved understanding of child development. Parents have been known to insist that a young child sit through

a two-hour session at a lecture—a task unutterably boring to the physically-active child who understands nothing of what is going on. In school the situation is sometimes similar — the child who cannot grasp abstract arithmetical processes with ease is forced to keep working when the problem is beyond his comprehension and is reprimanded or graded down when he fails. The effect can only be imagined.

Differences in physical size or ability may present terrifying problems to children. A smaller or weaker child may be overpowered by a stronger one and held helplessly flat on his back, completely incapable of retaliation or defense. Another is "ganged up on" each evening as he goes home from school and is chased through alleys. Other children, perhaps over-protected by parent or teacher during most of their activities, are perpetually teased or ostracized from the group because of their mannerisms and appearance.

Consider the child who has few toys to share with his neighborhood friends. He cannot help but be envious of their greater possessions, yet he can do nothing to remedy his shortcoming. Another, because his parents are poor, wears worn or outmoded clothing to school and must endure his father's amateur barbering. He is isolated from the group and it is beyond his control to bring about a change. The future looks black to him.

It looks hopeless

Discouraging beyond belief is the feeling many children have that the problem they face or the difference they possess that sets them apart from their friends is hopeless of remedy. They can see no end to their trouble. Although adults have learned that time often erases many of life's difficulties, young children do not understand this, and the immediate burden seems everlasting. It is not until the growing child has had a number of problems to overcome and has been able to overcome most of them successfully that he gains enough confidence to realize that some troubles are passing in nature. This is often a very slow process.

Adults have unintentionally but uncannily added to the burdens that naturally develop as a child goes about his business of growing up socially and physically. Many teachers are still threatening children with "not passing," and parents have been guilty of suggesting that eventuality at what they considered appropriate times. Such a severe psychological hazard is well-nigh unbearable to some children, especially since many are work-

(See page 20)

HALF-PINT HAMLETS

THE cartoonist team of Stanley and Janice Berenstain, who have a little thespian of their own, show us why Junior has been coming home from school smelling of grease-paint lately.



"Our class play is about Peter Stuyvesant. This is my costume"



"Just tell Miss Riley that you can't rush this sort of thing"



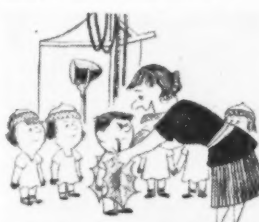
"How would a fire-eating act be, or is this crepe paper poisonous?"



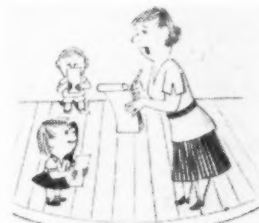
Herbert, try to growl with a deep voice



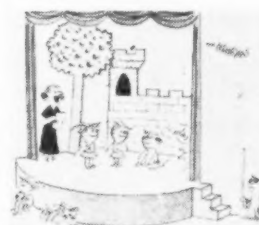
"Again, Herman! 'Fwends, Wamans, Conhy —' er... 'Friends, Romans...'"



"And you're our Mighty Oak"



"Elsie, you can be the princess. Has your mother got a cur? 'g iron?"



"FRIAR TUCK, YOU'RE ON!"

Reprinted from *This Week Magazine*. Copyright 1950 by United Newspapers Magazine Corporation.

ing at capacity, and their misbehavior is often a revolt against the unreasonable demands. It is odd but often true that some parents and teachers can account for a child's scholastic failure on no other grounds than that he is loafing on the job. Actually, individual differences in scholastic ability are far greater than differences in physical size and functioning. Many a child is failing because levels of achievement are too high for him and he is being forced to try the impossible. As an unintended result cheating often develops from such forcing.

Adults often assume that children have a knowledge of such concepts as honesty, property rights, and integrity, not realizing that each moral regulation must be learned just as reading or any other subject must be learned. Adults have been known to punish young children for infractions of moral rules with far greater severity than the occasion demands. Lamentably, the child has frequently not had opportunity to learn the particular moral concept for which he is punished.

It is quite common for parents or teachers to exaggerate the significance of a lie during early years, or to rise in anger because a small child took another's plaything. In most cases the child tells a "lie" or takes another's plaything, simply because he has not learned to differentiate between fact and imagination, or his property and the property of others. All of that takes time to learn and time to be impressed in a wholesome way on the child so that he will understand the need for such regulations.

If we who work with children can keep constantly in mind the fact that they are undergoing a continuing process of learning from birth to maturity, and that learning situations often are conducive to a high degree of mental anguish, even in the natural course of events, perhaps we shall make fewer mistakes. Children need our help and understanding at numerous points in their development. We can follow no better course than to delay action until we have studied their problems carefully. Without overlooking their whims or overlooking their misbehavior, we who live and work with children must keep constantly in mind the undeniable importance of the early years of life, and their potential danger to wholesome personality development.

AMERICANA

An American is the only fellow in the world that will pay 50 cents to park his car while he eats a 25 cent sandwich.—Cal Tinney, *Modern Millicent*, hm, Gen'l Mills.

Don't miss this poignant story

"GETTING EVEN"

By MARGUERITE BUCHANAN

Creighton School, Phoenix

THIS IS A story of a boy and a teacher. The school cafeteria was crowded; it was the day of the big football game, and the team members were eating earlier than their scheduled time.

Outside on the porch a lower grade waited to enter. In the lunchroom their table was cleared and ready for the new diners except for three boys who were regaling one another with stories while they ate spasmodically.

The cafeteria worker reported to me that she had requested the boys to finish their lunch, and they had replied discourteously. I watched the boys playing at the table.

The boy who never smiled

Walking over to the table I asked the boys to finish their lunch as we needed the table for the lower grades. One of the boys, known as "the boy who never smiled," arrogantly informed me that he intended to digest his food normally and that he would not upset his digestion by rushing his lunch.

His loud, crass voice attracted attention and, inasmuch as the students at the adjoining tables were being disturbed by the talk, I told him we would discuss the matter after lunch. The sullen boy pushed his untouched ice cream aside and left the cafeteria.

Later, in the teachers' lounge the teacher who had taught this lad the year before stated that he was a stubborn, disagreeable boy with a resentful attitude. The bell rang. As I left the room the teacher asked me what I was going to do about the boy and his insubordination. I answered, "I'll get him."

That afternoon in class the boy sat stolidly, his face impassive and unhappy. For discussion we chose the school cafeteria and talked about the problem of feeding one thousand children during the limited noon hour. We discussed the need for organization and cooperation in carrying out our program for the good of all students. We spoke of the break in routine on the days when the ball team ate early. The duties and responsibilities of the cafeteria workers were emphasized. We conversed on good manners in the lunchroom. In a general, impersonal way we covered the subject. No names, no incidents were mentioned. Through-

out the discussion the boy remained silent, his face still tense and brooding.

I had sympathy for this boy. I suffered with him over his deep unhappiness. He knew within himself that he had been unfair and one's own conscience is great punishment.

Without friends

The boy continued to be sullen and unhappy. His lot was not pleasant. The teachers did not like this boy. He was unpopular with his classmates. He was never chosen by the children to participate in activities. How poor, how unfortunate is the person who is without friends, and especially double is the burden for a child! How tragic for youth who lives with such barrenness!

I did not want him to continue all year with this resentment, brought on by his inner feeling of guilt. I wanted our class periods to be free from strain with a pleasant atmosphere conducive to constructive school work. I wanted this boy to smile—something to which all youth is entitled.

The opportunity came for me "to get even." A noted speaker was scheduled to address our assembly. I called the boy into my office. He entered unsmiling, on the defensive, I needed help. Would he be responsible for preparing the stage for our speaker? Would he be responsible for pulling the stage curtains? Yes, he would.

When the speaker arrived, I introduced the boy as our stage manager for the program. This important speaker shook hands with this boy who was important in our stage management. When the assembly was finished, the boy cleared the stage, returned the borrowed chairs, replaced the microphone, and was complimented on his efficiency and dependability.

The following week we sought his help in fixing a carnival booth. He was asked to choose another boy for his assistant. Together they did a good job.

The next day I was correcting errors on written compositions. I accepted his paper. My comment was that next time he should remember to indent his first paragraph, but that he did not need to recopy his paper this time. He requested me to return his paper. He rewrote the entire paper and indented the first paragraph. When he again handed me his paper, he smiled. His first smile! This change had required weeks. I knew he was happier within himself.

The issue was closed. I had "gotten even."



Maxine Larson Cole
Yuma County Health Educator

AN ADVENTURE IN HEALTH EDUCATION

by

FRANK R. WILLIAMS, M.S.P.H.

Director of Health Education
State Department of Health

HEALTH EDUCATION IS becoming an integral part of school and community programs but is still a comparatively new field. Such programs did not exist in the era of pioneer days, and it was not until the latter part of the 19th Century that the first state health laws came into being. Many of the health and sanitation services that we take for granted were established little more than three decades ago, during the World War I period.

The modern program of health education was born in 1917, largely through the work of the Child Health Organization of America. The vital place that it now occupies in school and community life may be credited to the combined efforts of national health and education associations, governmental agencies, and colleges and universities.

In perhaps no single field of educational endeavor is the need greater. National surveys indicate that even in this enlightened age many adults view sickness and infirmity through a veil of ignorance and superstition, with only a scant understanding of personal hygiene or their responsibilities for community health protection.

Selective Service examinations during the last war clearly pointed to some of the health problems that face schools and communities. Too many young men were rejected for military service for physical conditions that might have been modified, or prevented, if simple disease prevention measures had been understood by parents.

In World War II, almost one-third of the men appearing for examination were turned down for military service on grounds of physical unfitness. Thirty-seven percent were rejected in

the post-war army between October, 1945, and April, 1946.

Arizona's first health units

Arizona's first local health units were established only 20 years ago, and it was not until passage of the Social Security Act in 1935 that funds became available to extend health services in general. The Division of Health Education was added to the State Health Department in 1937, marking the beginning of a public health information program in Arizona.

Arizona has gained national recognition for development of a plan to promote public health education. Leading health authorities are interested in this plan because it presents a practical, workable solution to a problem that is general throughout this country, the problem of a shortage of public health personnel to assist individual schools and communities in the development of health programs.

Arizona found a solution to the personnel shortage through the schools, many of which can make available trained health workers—teachers with backgrounds in health education. The new plan, known officially as Health Education Plan No. II, provides for the utilization of teachers qualified to serve as part-time community health educators in Arizona. This plan is believed to be the first to be developed and put into practice in the United States, and it may well be the beginning of many new school and community activities aimed at improvement of health conditions in this area.

National acclaim has been given this Arizona plan by the American Public Health Association which has termed it "one of the health education highlights of 1951." The program represents a cooperative project on the part of both the State Departments of Health and Public Instruction.

Two counties try the plan

The first teacher-health educators in Arizona were appointed in Yuma and

Apache Counties at the beginning of the 1951-52 school year. They are Mrs. Maxine Larson Cole of Yuma, and Theo J. Heap of St. Johns. Both are native Arizonans who have specialized in training courses pertaining to health education. Both are graduates of Arizona colleges, and as lifetime residents of the state, they are well acquainted with health conditions in the state and some of the most obvious areas of need. The State Health Department plans to appoint four other qualified teachers to serve as part-time community health educators in the fall of 1952.

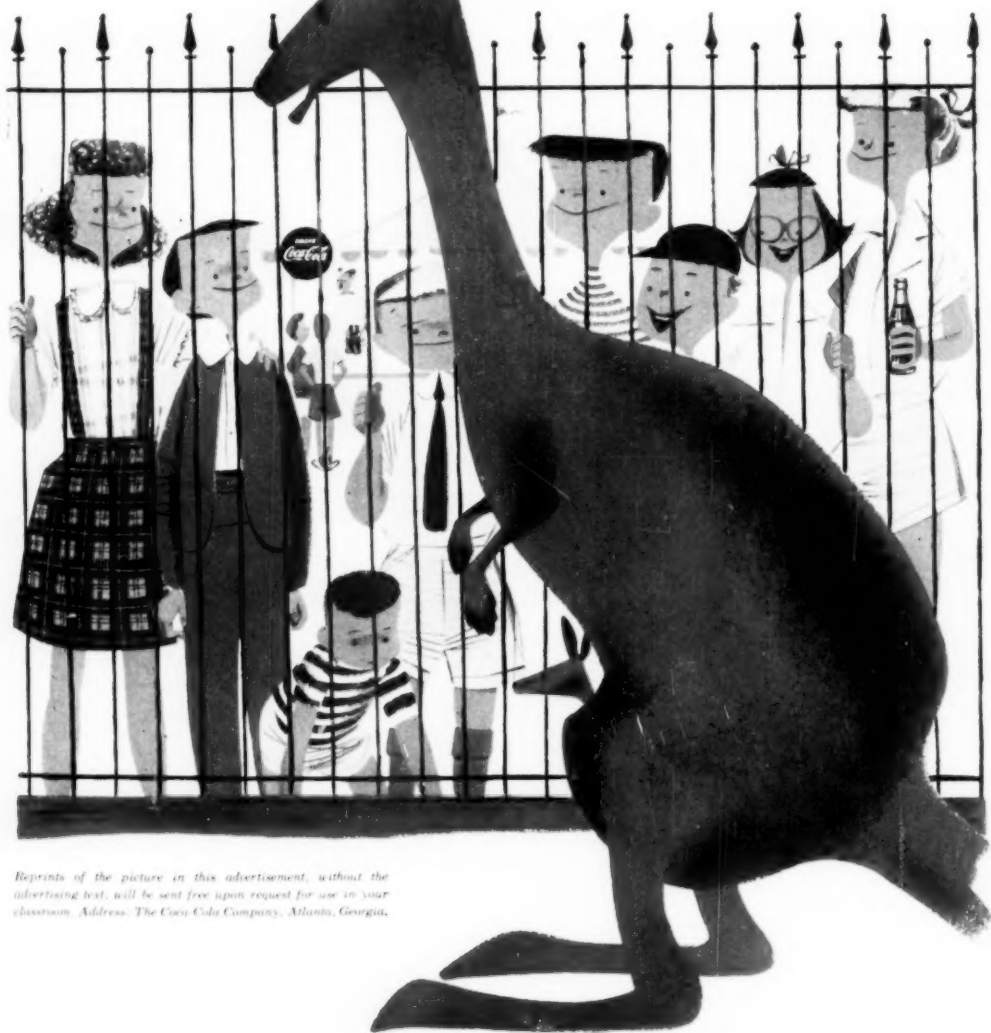
The teacher-health educator plan has been arranged to permit the teacher to devote full-time to teaching duties throughout the school year. The community health education work is performed as a spare time activity, and the State Health Department provides some compensation for the community health work performed. All teacher-health educators work under the supervision of the Director of Health Education, and all must obtain the consent of the school board or administrator in order to enter into this part-time community service activity.

The responsibilities and duties of part-time community health educators are many and varied, and as trained health personnel they are able to:

1. Disseminate health information on the local level to community organizations, schools, professional groups, newspapers and radio stations.
2. Arrange and participate in community discussions in regard to public health and health education.
3. Participate in meetings of local or school health councils as a representative of the local or State health department.
4. Assist in the coordination of health programs between school and community.
5. Work with school administrators (Health Education, page 37)

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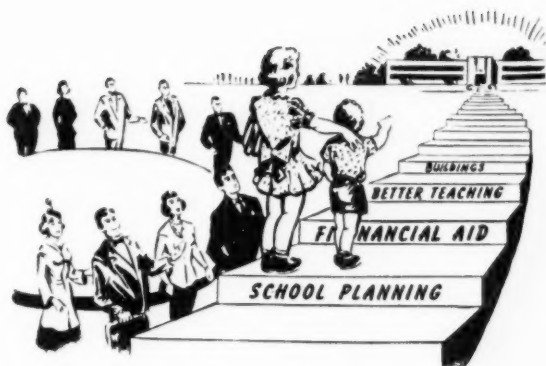
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The following article
is presented by

HENRY I. WILLET

Superintendent of Schools
Richmond, Virginia

THE AMERICAN SCHOOL SUPERINTENDENCY



TO STUDY THE development of the American school superintendency is to consider the impact of social and industrial change upon the way the American people live, think, and act. The story of the superintendency is the story of American education and its progress toward a more complete reflection of the hopes and aspirations of the people for themselves and for their children. The American Association of School Administrators' 1952 Yearbook, "The American School Superintendency," points out these relationships and their significance.

The superintendent has much the same duties to perform in both rural and metropolitan communities. Superintendents everywhere give time to instructional leadership, general planning, financial administration, school plant management, public relations, and administration of pupil services. The yearbook findings, with responses from rural community superintendents, county superintendents, and city superintendents, show that their responsibilities are much alike. Variations are largely due to differences in number of professional and clerical assistants, amount of available financial and other physical resources, and the legal framework within which the superintendents serve as educational leaders. Basically, all are concerned with assisting the people in their communities to gain the educational advantages of good teachers, good school plants, and a curriculum that meets their needs.

Citizens get into the game

Effectiveness of the superintendent's leadership can best be demonstrated by his ability to organize a team with all members of his staff—principals, teachers, custodians—performing as players rather than spectators. Such leadership does more than give the citizens

of the community an opportunity to support the team. It encourages them to get into the game.

The superintendent who serves the rural schools of a county is the newest actor to emerge on the stage of the school superintendency. The flowering of his job is the newest product of America's evolving school system. The reorganized school district, the modern heir to all that was good in the last generation's school consolidation movement, calls for a new type of leadership. The community school superintendent, once hampered by the shackles of tradition, give play to inventiveness, vision and social engineering of the highest type. Emerging with the community superintendent is the figure of the modern county superintendent, whose role is as far removed from the routine clerical tasks of a century ago as today's America is from the America of prairie schooners and mutton chop whiskers.

The teacher can glimpse from this yearbook the power that resides in the superintendent's dynamic and intelligent leadership. The teacher can see better how this power can help gain for the teaching profession its merited position of respect, appreciation, understanding, and financial reward in the community. Usually, no other factor is more important in improving the position of teachers than the leadership of a superintendent who possesses character, intelligence, energy, tact and vision. Consequently, the teacher as well as the community has a stake in securing and holding the best quality of leadership.

Valuable research data

The AASA yearbook is detailed enough to supply valuable research data for the student of school administration. Previously unpublished data

give new insights into the functions of rural community superintendents, county superintendents, and city superintendents. One complete chapter is devoted to the job of county school administration. Another chapter deals with the organization and functions of state departments of education. On the background of this factual information, the story of the superintendency is so interwoven with the development of education in its relationship to American life that both teachers and lay citizens will find among its pages much that should interest them. In fact, unless teachers and citizens generally understand the pressures that retard and the joys that motivate good leadership, the superintendency can never bear the full fruits of its potentialities.

Working with others

The superintendent as a person working with other persons may be called the theme of the yearbook. This theme is voiced clearly in the last two paragraphs of the concluding chapter:

"The superintendent is an orchestra leader, drawing from the community harmony or discord. The superintendent is a plant manager, leading an organization into success or failure. The superintendent is a laborer, serving public and staff with skill and devotion. The superintendent is a person with a truly great opportunity for service and an unlimited responsibility for leadership.

"It is the task of all members of the educational team—teachers, parents, businessmen, civic leaders, religious leaders, pupils, superintendents—to fashion the public schools, with and through the instrumentality of the superintendency, into an ever greater and stronger force for human enlightenment and progress. It is the challenge (School Superintendency, page 35)

THE FREE MIND IS A TROUBLED MIND

"... to those of us who fervently believe that the American system of education is the ultimate rock upon which the rising tide of communism will break, and ebb into the limbo of history, the quest is worth the questing..."

T. M. STINETT

Executive Secretary, NEA Commission on Teacher Education and Professional Standards

THE FREE MIND is a troubled mind. Only the comfort of the unchanging mental rut produces complacency. Only a stagnant or regimented society is an uncritical society. The quest for progress, for the better way to human living, must always be fraught with doubts and apprehensions—and with the squeamish squeals of those who liked what they had yesterday, who want to find it in its accustomed place today and tomorrow.

Thus, a democracy will perhaps always be involved in a critical period—always be upon the threshold of a period of tension, in it, or emerging from it.

In these conferences last year, we were concerned with the imminent threats to our schools of another mobilization period, coming upon the heels of an all-out war. The Number One problem facing educators was that of finding ways and means of providing adequate education for the nation's children during the period of national emergency. That is still the major problem and it can be summed up as follows: the Number One problem now is getting the money to provide classrooms and qualified teachers, of reducing the disgraceful and dangerous crowding of children into an inadequate number of classrooms, of overloading teachers to the breaking point. In addition, this year, we must not only be conscious of the mounting strain upon our economy, manpower, and educational endeavors; also, we must be concerned with vehement challenges of the directions of education.

* * * * *

The new school year began in an atmosphere of decisions based upon immediate military needs and an obvious glossing over of long-range needs for the total security of the nation. While lip service has been accorded education, in the form of talk about priority just behind actual defense demands, there is little evidence of translating this into policy. And few have dared

to examine critically what are posed as military needs; we are too scared; we are too obsessed with immediacy and the fear of Russia to take a long-range critical look at all aspects of our security. Thus, when it is contended that the defense program cannot spare as much as one per cent of the nation's production of steel for school buildings, this is accepted. If it is said that we need a standing defense establishment of 4,000,000 men, that deferments for educational reasons must go by the boards, no challenge of this claim is permitted. If the Defense Department says it needs \$50-\$60-\$80 billions for the rearmament program, or any figure at all, the money is forthcoming almost without debate.

The school year 1951-52 will go down in the history books as the year in which the tidal wave of fear produced crests of intimidation and restrictions of freedom to learn, teach, and think. The old saw about the teacher who said of the world, "I believe it to be round, but I can teach it round or flat," has proved to be more truth than legend. Even the teaching of arithmetic has been reported from one landlord-tenant section as highly controversial. And a government employee reports that bibliographies are now subjected to the closest screening by his superiors.

McCarthyism has reached education, with gag rules, intimidation of teachers, a rash of teacher oaths, self-appointed censors of school textbooks

This article consists of excerpts from the address given by Dr. Stinnett at the Santa Monica Conference on Professional Standards, January 25, 1952. As the keynote of the conference it stirred all participants and we regret that space does not permit including the entire address. Those who attended from Arizona were: Bessie Kidd Best, Elbert Brooks, Lillian Johnson, Robert Morrow, William Podlich, Lois Rogers, and Nell Wilcoxen.

and methods, and violent attempts to force cancellation of speaking engagements before educators of "controversial figures."

There is, to be sure, a "public school scandal" in the United States in 1951-52. It is a scandal of "too little and too late." It is a scandal born of a combination of public neglect, public confusion, and public fear. It is a scandal of immeasurable proportions if, in truth, the nation's 33,000,000 school-goers are the heirs and trustees of our nation's future. It is a scandal whose central core is made of a cluster of neglects—too few school rooms to house children decently; too few teachers; too many overworked, overloaded teachers in too many overflowing classrooms; too many unsafe, unsanitary, obsolete classrooms; too many inadequately prepared teachers; too few recruits for teaching; too little money to do the basic things that need to be done for the children of a free people.

The probable influence of these conditions upon the public mind regarding schools can be predicted from our history. Unless positive steps are taken to present a sounder view, the inevitable conclusion will be reached that education, after all, can be postponed, at least curtailed and diluted; that construction can be postponed, children jammed into overcrowded, obsolete or dangerous rooms; that qualified teachers can be allowed to flow to essential defense jobs and replaced by any kind of baby sitters who can be had at prevailing pay schedules, through widespread resort to lowering standards and emergency certificates. All these things may come to pass in the name of expediency and in the name of the war effort. This I have repeatedly called the philosophy of "sweet reasonableness," and it is the most devastating of all the attacks that have been directed at the schools.

* * * * *

Maintaining professional standards

In the face of these critical condi-

tions with respect to teachers and the demands of the defense program, what can be done to get qualified teachers and to improve professional standards? There are, happily, some things that can be done.

1. We can, in our local communities, convince people that the education of the nation's 33,000,000 children cannot be postponed. We can, through school-community, public-relations means, establish the soundness of the idea that education is defense; that teaching is the fountainhead of our security. From the local to the state to the national associations we can insist vigorously and continually to local, state, and national officials that proper recognition, not lip service, be accorded this fact.

2. We can develop a positive, constructive, aggressive program to bring into balance the supply of qualified teachers with the expanding demand, and thus defeat resort to the expediency of lowering standards.

* * * * *

American cultural heritage

No society starts *de novo*. It must build always upon the foundation of the funded capital of human experience. Curriculums purporting to be based upon pupil needs always run the risk of over-emphasis upon the immediacy and underemphasis upon the accumulated experiences of the race. Thus there is now, and will continue to be, periodic need for reexamination of educational emphases to make certain that the tested and proved values of the nation's origin, rise, and growth to greatness are transmitted faithfully. Certainly the prevalence of certain espousals in the current scene, the drift of whole nations to new and dangerous ideological tenting grounds, are sufficiently disturbing to suggest a renewed emphasis upon the beliefs that have made us unique as a nation. One is impressed first of all at the threats to freedom. No thoughtful person can escape the feeling that considerable of the agitation today would seem to be trying to achieve freedom by the denial of freedom. The genius of America has been the unshakable belief in the right of the individual to remain unregimented in his personal life and in his mental searchings of truth and progress. The quest for these has contributed to our pattern of inventiveness and frontier-living. Now we are witnessing attempts to deny freedom of speech, of inquiry, of discussion, all in the name of preserving the democratic way of life. There are, of course, limits to individual freedom. Such freedom cannot operate apart from and to the detriment of the social context; it is not a right of those who would by vio-

lence destroy our form of government. But here we have a paradox: we seem to be in a wave of demand to return to rugged individualism and in a parallel wave demanding that the individual conform to certain preconceived patterns.

There are, too, in our cultural heritage, the adherence to self-determinism, responsible individualism, local initiative in government, free markets, free enterprise, private property, self government. All these, and others, must be in the nature of dynamic verities in our teaching.

Moral and spiritual values

The recent report of the NEA Educational Policies Commission rededicates the American public school to its traditional role of the transmitter of the basic values of Western civilization. Historically, in Western culture, two central cores have dominated higher education—the religious tradition and the classical tradition. That the place of the two concepts have been materially modified by the changes in society disturbs a great many people. It is all well and good, and in a measure true, to say that the unsavory disclosures of moral delinquency in our local, state, and national governments are in reality failures of society and cannot be laid at the doors of the schools. But education has always accepted its share of responsibility for developing good people, honorable people, moral people. That objective must always be a fundamental purpose of education anywhere. With school enrollments reaching toward universal coverage of clientele; with college enrollments, in a nation containing only 7 per cent of the world's population, in excess of that of the rest of the world, education must accept its full share of the responsibility for our moral failures as a people. The need for schools to redouble efforts to return our people to a higher

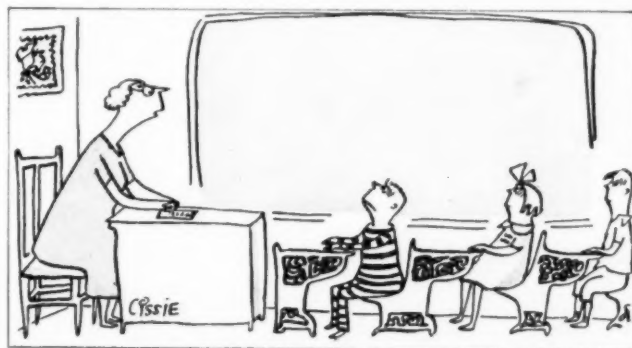
moral plane than is apparent at the moment is too clear to require belaboring. The Educational Policies Commission has identified those values which, by common agreement, are treasured by the American people and the sanctions for them. Their re-emphasis is a challenge to all teachers and an especial challenge to teacher education.

Civil defense

Wars were once confined to those who were engaged actively in their prosecution. That is no longer true. All-out war, a product of new weapons and new machines, now makes the cities, the industries, the civilian population the Number One target. War, with all its attendant horrors, now is to be visited upon all. The devastating, ironic, heart-breaking "War Prayer" of Mark Twain becomes a grim possibility. He decreed that it could not be published until after his death because, he said, "Only dead men can tell the truth in this world, and I have told the truth in that prayer."

O, Lord our God, help us to tear their soldiers to bloody shreds with our shells; help us to cover their smiling fields with the pale forms of their patriot dead; help us to lay waste their humble homes with a hurricane of fire; help us to wring the hearts of their unoffending widows with unavailing grief; help us to turn them out roofless with their little children to wander unfriended through wastes of their desolated land in rags and hunger and thirst, broken in spirit, worn with travail, imploring Thee for the refuge of the grave, and denied it. For our sakes, who adore Thee, Lord, blast their hopes, blight their lives, protract their bitter pilgrimage, make heavy their steps, water their way with tears, stain the

(The Free Mind, page 26)



I'm sorry you feel that way about school, Herbert...

THE FREE MIND

(From page 25)

white snow with the blood of their wounded feet. We ask of one who is the spirit of love and who is the ever-faithful refuge and friend of all that are sore beset, and seek His aid with humble and contrite hearts.

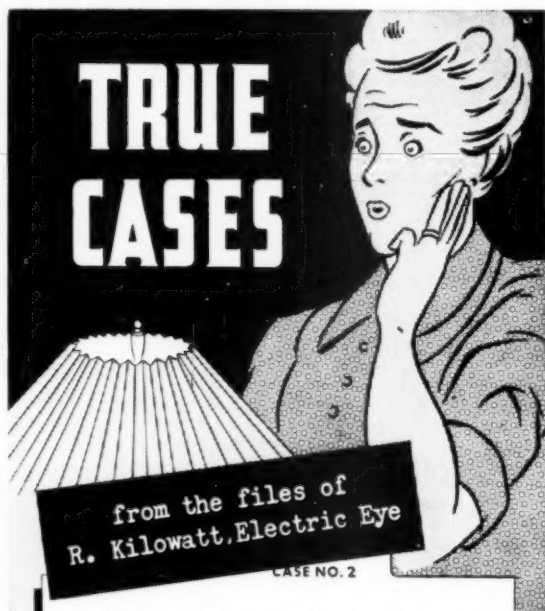
Grant our prayer, O Lord, and Thine shall be the praise and honor and glory, now and forever. Amen.

As harsh as the impact of this cruel bit of irony may be to our ears, perhaps it may serve two valid purposes: (1) to point up the trigger-happy imbecility of the concept that war is any longer a sort of international football game, fought with fanfare and trumpets, with the scorer of the winning touchdown carried off triumphantly upon the shoulders of the victors, and (2) to bring home to us in education that the devastation of the civilian population as a rule of war is now a reality, not some probable development of the future.

Maintaining and improving teacher morale

An attrition of devastating proportions, quite aside from the normal pressures of lagging salaries, etc., upon teacher supply is a likely prospect of the period we are in. That attrition can arise from declining teacher morale resulting from a number of factors incident to the emergency. We saw a similar thing happen during World War II, as a result of unconscious neglect by the American people of the schools, resulting from their obsession with the war. We are now in a period when, in addition to the same developing obsession and neglect, there are the more devastating impacts of suspicion, intimidation, scathing criticisms, and downright vicious attacks upon teachers and teaching.

These factors are effective, and can be deadly in their influence upon teacher morale unless positive means are developed to offset them. This area of professional standards is as vital to the maintenance of a professional spirit as the raising of certification standards or the achievement of professional salary schedules. Today's teacher is often beset by overcrowded classrooms, no rest periods, lack of equipment. He observes that needed buildings and classrooms remain unbuilt, while night clubs and honky-tonks and commercial buildings are going up. He looks upon his job as essential to the national security, yet sees his nation often placing more monetary value on the part-time unskilled work of his students. He



Mrs. Jones was worried about her husband and two children, as well as herself. They all suffered attacks of blurred vision during the evening when they tried to read. Was some sly character trying to poison the family?

Investigation disclosed that one worn out old floor lamp was the cause...it had a dark colored small shade on it, and two little bulbs. The whole family tried to read by the light of this antiquated thing, and grew more irritable each hour. SOLUTION: Two new floor lamps were recommended for the Jones' front room; modern lamps with a 300 watt bulb each. The family's happiness blossomed again, irritation and that feeling of pull above the eyes disappeared like magic.

Your family probably suffers reading troubles, too... and the solution for YOU is to visit your favorite dealer and select one or two (maybe even THREE!) new floor lamps that will flood your living room with plenty of glareless illumination. With Calape's low-cost electricity, the cost of Right Light for your whole living room will probably be less per evening than the cost of the evening paper!



This is the NEW R-40 white bulb... look for it when you buy a study lamp!

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Calape

THE FREE MIND

(From page 26)

must often turn from the battle against fatigue and disillusionment in front to fight, from the rear, vicious attacks on his patriotism, loyalty, sincerity, and Christian character, from a vocal segment of a society he knows he is trying to defend and preserve. These factors present strains upon the human spirit that sometimes become unbearable. One sometimes wonders what is wrong with a society that can boast that our schools have kept us free; that our greatness as a nation, our phenomenal productivity (with 7 per cent of the world's population we produce nearly one-half of the world's goods), our wealth, our strength as a democracy, our place as a world power, our anchorages in spiritual idealism—all admittedly stemming in a large measure from our system of education; yet that keeps the teachers who man this miraculous system at the bottom of the economic ladder, reviles them, and viciously attacks them with every irresponsible charge in the book. Any way you look at it, the history of the service of teachers is an amazing exemplification of professional devotion. Whatever goes wrong in society, it is never the sunshine soldiers, the super-patriots, the grafters, the chiselers, the blunderers in government, the military second-guessers, or the economic Monday morning quarterback who are to blame; it is the schools. One wonders if we are not indeed a society that knows the "price of everything and the value of nothing." The symbolism that offers a psychological clue to this puzzling attitude is right out of Faulkner's *Intruder in the Dust*. Einstein once phrased it: "It is human nature for men to hate that which they have injured."

Many of us have not forgotten the venom with which similar charges were hurled at the schools at the beginning of the last war. We were accused of turning out a generation of "drug-store cowboys" because we had not produced a goose-stepping set of conformists such as the totalitarian powers had. Discipline they called it. Yet when the chips were down, this generation of drug-store cowboys had what it took, and the critics were silenced for a while. Many of us cannot forget the obvious sources of those charges or of the prevalent ones.

There is no easy answer to this matter of teaching morale. Especially is there no easy answer now. One cannot escape the feeling that the answer somehow lies at the grass roots of our national life: In the local communities where teacher-adult relationships is a

(The Free Mind, page 29)

TRUE OR FALSE?



Girls gain weight at "that time of month"

FALSE: With your knowledge of physical facts, you know that the "fat" feeling some girls experience at certain times of the month is simply a sign that "those days" are near.

But when a young girl suddenly feels pounds heavier, she may fret—perhaps even become alarmed. For it's amazing how many young girls are misinformed—or uninformed—about menstruation.

As a teacher you can spare your girls many anxious moments by giving them a copy of the Modess booklet "Growing Up and Liking It."

Chock-full of friendly, frank advice—"do's" and "don't's"—and tips on beauty and poise, this 24-page booklet has been an invaluable help to millions of teen-agers.

Approved by doctors—brightly illus-

trated—it answers all sorts of questions young girls are apt to ask.

"Growing Up and Liking It" also covers such important subjects as good everyday health rules and proper sanitary protection. (So soft, so safe Modess comes in 3 sizes—ready-wrapped in the new-shape, discreet-shape box. Comfortable, adjustable Modess Sanitary Belts come in pin or pinless styles.)

Would you like a free copy for each girl in your class? Just mail coupon below.

New aid for teachers—Free!

For classroom discussion of menstruation you'll find the Modess Educational Portfolio most helpful. It contains a teaching guide, large anatomical chart, two booklets on menstruation and cards for reordering more free material. Yours, free. Just check coupon below.

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Anne Shelby, Personal Products Corp., Box 5266-3 Milltown, N. J.

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We give you free training, and help you in every way possible. *You cannot do this work our way and fail!* Some of our highest-paid representatives have been drawn from the ranks of teachers!

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THE FREE MIND

(From page 27)

personal thing; where true appraisal of one's character, life emphases, and influence are measured by daily contacts and distinguished evidences. And, above all, where the teacher may be a dynamic part of a creative effort through democratic school administration.

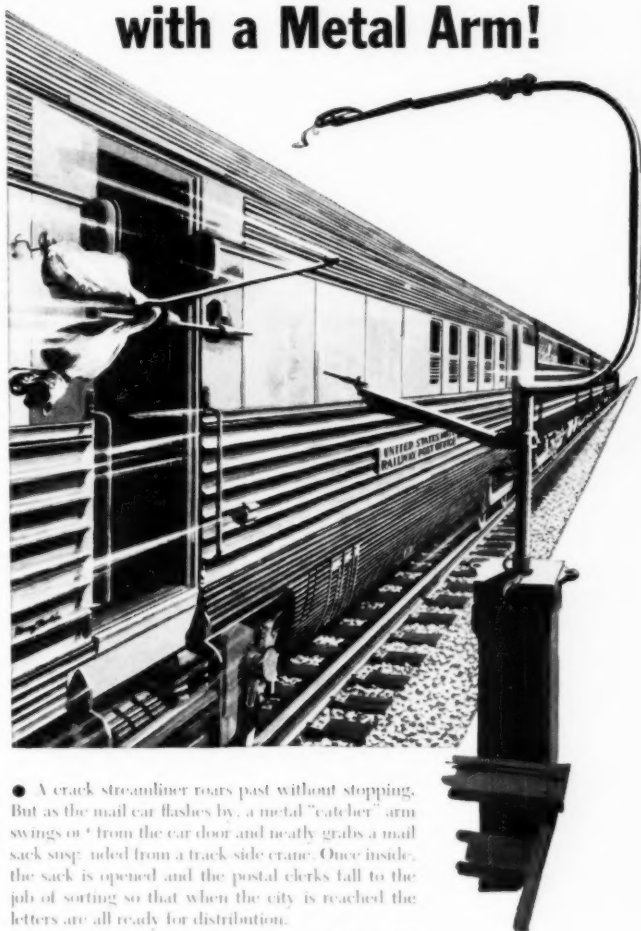
Cooperation is the key

Reference has been made to progress in the area of teacher education and professional standards since 1946. The members of the National Commission would be the very first to acknowledge that its work is only an instrument in the progress. It acknowledges that year after year this progress has been attributable to the zeal and professional devotion of the state education associations, of all segments of the profession, and of public-spirited lay leaders. From the beginning of its program the Commission has taken pride in the cooperative and dynamic leadership of state departments of education. The NASDTEC has been, with the encouragement of the Chief State School Officers, in the forefront of every movement to raise professional standards. The Commission has conceived one of its purposes to be to rally profession-wide support for these legal authorities. The Department of Classroom Teachers, with a membership of perhaps 400,000—the largest special-interest professional teacher group in the world—has been a veritable tower of strength from the beginning of the Commission's program. The participation of teacher education personnel has been no less enthusiastic and devoted. School administrators, supervisors, and professional workers from every area of teaching—public, private, and parochial—have contributed the impact of their thinking and cooperation to this progress. In these conferences, there are representatives from our great national professional organizations, adding their strength to the movement. And the contributions and influence of outstanding lay leaders to this progress has been notable. The Commission is proud to serve as trustee of the concept that the responsibility for professional progress resides in the rank and file of practitioners. It is proud to be partners with these great organizations.

It is regrettable that this drive to raise standards and to lift the status of teaching has not enlisted the universal support of teachers. It is a circumstance that clearly indicates the necessity for redoubled efforts to professionalize teaching. The load at the

(The Free Mind, page 31)

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THE FREE MIND

(From page 29)

moment is being carried largely by one-half of the employed teachers. One in two teachers is riding piggy-back on the professional journey. Each teacher, presently, who is carrying his full professional load has, in addition, the burden of giving one of his colleagues a free ride. NEA membership figures reveal these facts. Fewer than one-half of the practitioners are members of their national organization. But we have gone a long way. In 1950-51, 86 per cent of all teachers were members of their state education associations and 74 per cent of the NEA. A decade ago, the membership were barely half the present enrollments. To the extent that each member of the profession exercises his professional responsibilities will we be successful in upgrading standards.

Conclusion

These, then, are the pressing problems that we face at the moment in the broad area of teacher education and professional standards. They are problems of such complexity as to challenge the best thinking of the 1,000 professional and lay leaders who will participate in the 1952 series of conferences sponsored by the National Commission. None of us, I feel sure, expect any all-time answers or final solutions to be achieved as the result of our deliberations here. The problems identified are not that kind of problems. They are complex, constantly shifting in degree and intensity, and constantly performing as veritable will-o-wisps. We can only search for present best answers, seek their achievement, and pursue the quest again. This is the challenge of the free mind, the troubled mind. The quest is never ended. The glory is not so much in the consummation as in moving toward consummation.

"Heartbreak Ridge" is poignantly with us all just now. It is not only a place in Korea. It is a principle of life—win, lose, push forward, be driven back, pinned down—these are inevitable parts of human progress. But the glory of man is that he need not remain as he is; that his mind and heart forever are attuned to the still small voice within which whispers

"You can yet become what you ought to be."

And to those of us who fervently believe that the American system of education is the ultimate rock upon which the rising tide of Communism will break, and ebb into the limbo of history, the quest is worth the questing.

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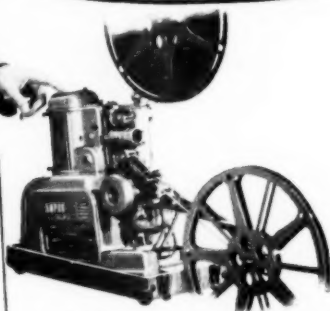
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THE AEA PROGRAM

(From page 15)

bers, who regard this as one of the AEA's outstanding services.

Next, Account 204, **Group Plan:** \$3700. This is for the salaries of those working for the AEA Group Insurance Plan. The asterisk indicates that the Group Plan pays back to the AEA, from its own income, the amount of \$3700, to cover this particular budget item.

Account 501, **Department of Classroom Teachers:** \$1500. Even in 1946, Classroom Teachers were budgeted just \$600 for their entire year's work. The increase is \$900 a year.

Account 502, **Department of School Administrators:** \$500. In 1946, School Administrators were budgeted just \$100 for their entire year's work—here is an increase of \$400 a year.

Account 600, **Committees:** \$2000. Up to 1946 the AEA was never able to provide funds for the work of more than two committees a year, the Legislative Committee and one other. Beginning with the expansion of our program in 1946, all committees have had funds with which to work.

Account 801, **AEA Newsletter:** \$1500. The 1950 Delegate Assembly directed that each issue of the Newsletter be mailed to every member.

Account 901, **Regular Delegate Assembly:** \$2500. This amount was increased by \$2000 by special action of the 1948 Delegate Assembly, to pay a portion of the travel and other expenses of out-of-town Delegates.

Account 902, **AEA State Conventions:** \$3000. Beginning in 1947, \$3000 has been budgeted for the State Convention, as compared with \$2000 in the early 1940's. This is an increase of \$1000.

Account 903, **Conference of Local Presidents:** \$1200. The leadership training Conference held at Arizona State College in Flagstaff last summer cost \$2063—local associations bearing \$930 of the cost, and the AEA \$1,133. There is an increase in this budget account of \$750. As one of the participants, I think this kind of meeting will yield rich dividends to the Association.

Account 1002, **Special Account for Public Lands Committee:** \$4500. The 1947 Delegate Assembly instructed the Executive Committee to budget \$7500 for the work of the Public Lands Committee. Actually, the Committee has spent only about \$750 a year. It has about \$4500 of the original amount left—which remains in the budget, pursuant to the will of the Delegate Assembly. The special expenditures of the Public Lands Committee—about \$750 a year—are part of the AEA's

expanded program of activities.

Account 1003, **Public Relations:** \$2000. This account is drawn upon most heavily by the AEA Legislative and Executive Committees, for public relations and special research services in the interests of the AEA's legislative program.

Account 1004, **Delegates to the NEA Assembly:** \$1800. The 1948 Delegate Assembly instructed the Executive Committee to budget funds to pay expenses of the AEA's delegates to the annual Representative Assembly of the National Education Association, but "not to exceed \$200" a delegate. Last summer's delegates were paid up to \$150 a delegate for expenses.

There are other accounts in the AEA budget which reflect the great expansion of the AEA program that began in 1946, but the ones I have mentioned are the ones that seem to me to have played the largest part in our expanded program. But, even by the most conservative totaling of the increases in the AEA budget, in these accounts alone, I come up with an increase of around \$17,500. And, of course, this represents an increase in AEA activities which has brought much additional work to the Headquarters, making further budget increases necessary.

And so related to the questions, "Are our dues too high?" and "Do we have the right kind of dues scale?" is the question, "Do you wish to continue the expanded program of AEA activities set up in 1946, 1947, and 1948—or do you wish to have the program cut back and thereby make possible a substantial reduction in dues?" If you wish the program curtailed, which activities and services should be discontinued or cut back and which should be continued?

In conclusion I should like, in a larger and more general sense, to emphasize the problem that confronts our profession—the basic problem of its continuous growth into a real profession. Teaching is the latest of the professions to develop an awareness of professional status. We cannot expect the advantages of a profession until we have assumed the responsibilities necessary to create a profession. The members of a profession determine its status, chiefly through the adoption and enforcement of high standards—standards of selection for membership, of quality of preparation, of certification, of qualifications for employment, of inservice growth, of ethics, welfare, accreditation of teacher training institutions, and of admission to membership in professional organizations.

Higher standards for teachers promote better education for children, and assuring teacher welfare assures child

(The AEA Program, page 35)

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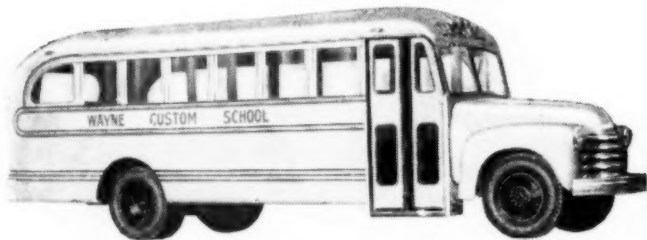
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THE AEA PROGRAM

(From page 33)

welfare. Public support for these higher standards, the earmarks of a real profession, can be developed.

But as long as the attitude of any considerable number of teachers and administrators remains apathetic, and sometimes hostile, toward professional associations; as long as the chief question is 'what can these associations do for me?', and not also the question 'what part of my time and resources do I owe to the upbuilding of my profession and the service it renders?'—just so long the improvement of our profession, and I submit, the improvement of school education, is retarded; for the isolated and insulated individual can contribute little to this improvement. There are over-all interests of education and the profession that only united efforts can protect and advance.

Few people will entrust their physical welfare to any but professionally equipped and professionally minded physicians, and in spite of present handicaps, we look to the time when the educational welfare of the nation's children will be entrusted only to professionally equipped, and professionally minded, teachers and administrators.

ON OUR AEA WAY

(From page 13)

Assembly has reviewed the development of the AEA Group Insurance Plan, under which 1800 of our AEA members are now insured: Group income protection insurance, hospital and surgical insurance, on-the-job liability insurance, and — now — group life insurance. All parts of this insurance program are designed specifically for teachers, for our members. I shall not bore you with statistics, BUT: You will be interested to know that, since the AEA began administration of its own insurance plan in October, 1949, we have paid out \$93,741 in claims to our insured members. We have paid claims to individual members amounting to \$1732 in one instance; \$1620 in another; \$1498 in yet another; and so on—in income payments, and in hospital and surgical benefits.

SCHOOL SUPERINTENDENCY

(From page 23)

of this task which should call to the superintendency and hold in it the wisest and strongest, the most understanding and the bravest, the truly greatest men and women our civilization produces."

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*A life's work ended and a quest begun,
He thinks of texts that he will hunt no more,*

Of maps, of charts, designs of problems done.

*They will survive as tokens of a chase
That led his boys and girls from dark to light,*

The mountain climb of man in time and space

From fens of blindness, high toward peaks of sight.

The sum of all he did and what it means

Cannot be audited; too many lives

Must burgeon still. His recollection gleams

A blur of children, classrooms, humming hives

Where none could tell by any valid measure

Whose gift would be of dross and whose of treasure.

Elias Lieberman

(Reprinted by permission from the *New York Times* for April 21, 1948.)



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HEALTH EDUCATION

(From page 21)

in planning programs of health instruction.

6. Work with teachers in planning programs of health instruction through integration and correlation or by direct approach.

7. Arrange for film showings on the local level in schools and before community groups and organizations.

8. Arrange for and participate in radio programs relating to public health and health education.

9. Prepare health articles for publication in local newspapers.

10. Participate in monthly meetings of local health department personnel in regard to local and state health problems.

The College at Tempe is the first institution in the State to offer special courses in health education for the benefit of students training to become health educators and for teachers desiring to enter into community health education work. Training positions for health educators have been established within the Division of Health Education, and students applying for such posts are required to complete health education courses.

This college has inaugurated a new course, "Principles and Practices of Public Health," specifically for those desiring to become members of the public health profession. The course, offering both graduate and undergraduate credit, is designed to give basic information on the six principal functions of a health department, with particular emphasis on the role of health education personnel. Course lectures are supplemented by actual field experience in public health departments, clinics, hospitals, laboratories and with community groups.

As educators in Arizona communities, teachers have many opportunities to meet with community groups and to help plan health information programs designed to enrich the living conditions in every home. As part-time community health educators, they can take a vital role in developing more adequate programs of health education. The need is particularly great in those outlying rural areas which cannot be reached frequently enough by State Health Department personnel. More successful leadership in health education programs throughout the State can be met now by utilizing the services of those who already contribute so much to the welfare of Arizona's children—classroom teachers.

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- Education Grows** is a 20-page study of some of the vital needs of education and certain results of research and scientific knowledge which have aided education growth, through co-ordinated classroom environment. It also covers the development of school seating in step with improved environment and the resultant improvement in scholarship, as well as the vision, health and physique of the American school child. (American Seating Company)
- A Spring Supplement to the 1951-52 EBFilms catalog** lists and describes 90 new titles that are released now or will be released later in the spring, summer or fall. If you have a sound projector and are using classroom films in your school, you will want the Supplement.
- Literature on the new RCA Victor Folk Dance records**, which will be helpful in planning this popular activity.
- Catalog for the new 1952 Pioneer Safety School Coach** is profusely illustrated and printed in three colors. Many new features designed for safety, durability, comfort, convenience and beauty are presented in an orderly, easy-to-

understand manner. One section, for instance, deals with passenger safety. Another division shows features for greater driving safety. Other portions take up safety of the frame, ribbed paneling and safety education. (Superior Coach Corporation)

32. **Map of Coal Areas in the United States** is a new contribution to teaching aids, on this vital industry, shows in color, locations of the four types of coal. (Bituminous Coal Institute)

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(Films are 16mm sound, black-and-white, "classroom-tested," and may be secured from local distributors. For those you are unable to locate, a note to Mrs. Pellett will be forwarded to producers.)

Horace Mann (18 min. Encyclopaedia Britannica Films, great men series) The important crisis of today's schools and some pointers for action are implied in the current parallel of Horace Mann's story and the social challenge of his day and ours. His ideas to improve education, to insure democracy, to gain popular and adequate support for good public schools — better buildings, textbooks and equipment; professionally-trained teachers and democratic methods of instruction and constructive discipline; attendance of all children; religious freedom — suggest the need for a Mann for today. The film widely shown to community groups might help in the present need.

Safe Driving Series (11 min. each, color also, Coronet Films) Adding the second million traffic fatalities will take more time if more drivers will practice what these three films picture. High school student Tom, and his father demonstrate safe practices: correct signaling, skillful car handling (starting, standard and automatic shifting, turning, backing, parking), and Tom passes the drivers' test in the film, **Fundamental Skills**. Dad realizes he's profiting from Tom's scientific training and driving. On their vacation trip in **Streets and Highways**, they "think and drive ahead" as they meet new problems: Passing; keeping lanes at curves, intersections and turns; conditional control of speed. "It's the train you don't see that does the damage," Tom says. In **Advanced Skills and Problems** they meet all varieties

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of road, weather, and personal hazards; desert and mountain conditions; fog, rain, snow, ice; fatigue, eye strain, and drivers who won't dim lights. Tom learns to "drive defensively and not count on the other fellow." These are not "scare" films but are well-directed scientific instruction, based on the idea that smart people will drive as well as they know how and the films start the right impression for the "know-how."

Two Little Raccoons (11 min. Young America Films) Randy and Wilbur Raccoon "talk" as the film pictures their day of adventure. In the woods they meet a frog, a turtle, a woodchuck, and picnic with Tommy and Jane. Then they pay a surprise visit to the children's home where their mischief leaves primary-grade children just enough laughter-spent breath to eagerly retell the story. A suggestion for behavior, as well as nature study value, is noted when Randy decides that houses are for people and trees are for raccoons. **Adventuring Pups** and **Willie Skunk** are similar language arts and nature films.

Birds of North America (10 min. each, Encyclopaedia Britannica Films) Full-color close-up photography shows each bird in natural habitat, nesting, feeding, and protecting young. The narration gives the authentic bird calls, and directs attention to characteristic markings and habits, and to birds' place in the balance of nature. Animated maps show migratory routes. Of interest to bird watchers, young and old, the first film in the set of four shows: killdeer plover, nighthawk, and cedar waxwing. The second film: spotted sandpiper, sora rail, and Barrow's golden eye. The third film: yellow-shafted flicker, chestnut-sided warbler, and mountain bluebird. The fourth of the series, **Birds of the Seashore**, adds: blue heron, razor-billed auk, cormorant, black guillemot, eider duck, gull, and gannet. **Birds Are Interesting**, an earlier release, is a good introduction film for these four new titles.

Mrs. Dorothea Pellett
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Topeka, Kansas

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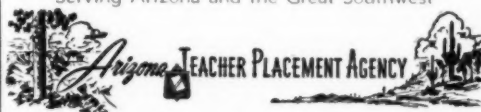
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SELECTING TEXTBOOKS

THIS IS A condensation of a release made by a committee of the American Textbook Publishers Institute. The complete report will be made available as a brochure.

SCHOOL AUTHORITIES and publishers have a common purpose in studying the problem of text book selection: to determine those procedures which best assure a fair and objective evaluation of every textbook under consideration. This means an understanding not only of what each book contributes to good teaching, but also of how well it meets the school's objectives for the grade and subject.

Actually, it is only when teachers are free to seek the **best** materials for each special need that the publisher can function in the educational scheme as he should function and wishes to function. There is good reason to believe, too, that teachers themselves are most likely to choose wisely if they are encouraged to have reasonable give-and-take discussion with individual textbook representatives.

First and foremost, the selection should be largely influenced by classroom teachers. After all, they are the ones who meet the children each day and should be best able to judge the kinds of materials that are most effective. Guidance and counsel by supervisory authority is frequently necessary to make certain that selections meet the objectives of the contemplated program; but teachers will be responsible for the use of new materials in the classroom and they should have a strong voice in the decision.

1. The committee should not be secret. If it is to function effectively, it must function openly and freely with colleagues and publishers.

2. The committee should be small. The smaller the committee, the more seriously the members tend to take their work.

3. The committee's task should be kept within reasonable bounds. Good teachers are seldom expert in several fields, and therefore a small committee should not be asked to select textbooks for several subjects.

4. The committee should be given adequate free time. To make a careful study of all textbooks in a particular field is a time-consuming assignment.

5. A time schedule should be part of every procedure. The committee should be given adequate time for a careful study of materials.

6. Publishers should be notified of pending adoptions. After the committee is appointed, the superintendent should notify publishers by letter that an adoption will be made in a certain field.

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7. Provision should be made for interviews. Textbook representatives should have at least one interview with each committee member. The competent bookman can highlight those features of his text which have proved themselves to be effective in other classrooms.

8. Hearings may be desirable. Hearings are helpful only if they represent a second step in the study—if they come after the interview and probably after the committee has eliminated books it definitely does not wish to consider further.

9. Outside consultation should be prudent. Committee members should be encouraged to seek the advice and counsel of their colleagues, but they should also be warned not to accept advice from other teachers unless those judgments are based on careful study.

10. Committees should be encouraged to study all aspects of the publisher's program. Where accompanying teachers' guides, workbooks, tests, or other helps are available they should invariably be examined carefully along with the texts they accompany.

11. Development of a course of study and the selection of textbooks should go hand in hand. It is unwise to attempt to develop a course of study without regard to instructional materials available.

12. Individual judgment should be emphasized. There are, of course, a few quantitative measures for what is good in teaching materials: vocabulary counts can be made, illustrations counted, sentence and paragraph length tabulated, number of exercises determined, and so forth. But if undue weight is placed on such quantitative factors there is grave danger that not enough attention will be given to what is probably the most important single factor for evaluating instructional materials—the skill with which the author develops ideas.

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AMERICAN MEDICAL ASSOCIATION REVISES RESOLUTION

THE HOUSE OF DELEGATES of the American Medical Association, meeting recently in Los Angeles, revised a resolution concerning communism in schools which was acted on at the 1951 session in Atlantic City, and adopted it by unanimous vote.

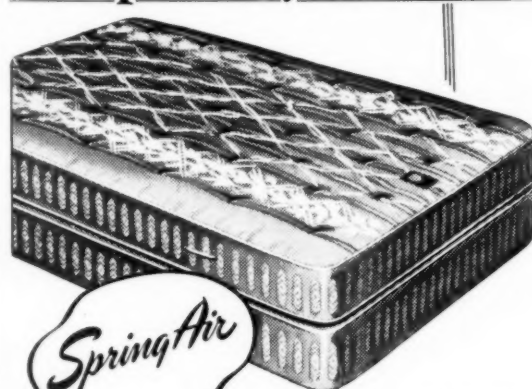
The two resolutions are similar, but the one adopted at Atlantic City was unfortunately phrased so that it could be interpreted as broad indictment of America's schools and of educational organizations in general. When the attention of the House was called to the long-standing cooperation which has existed between the important associations of educators and the American Medical Association and to the fact that

attacks are being made upon the schools by organizations having little to do with education but bearing names deceptively similar to those of legitimate associations of educators, the House was quick to amend the terms of its previous action by clarifying its intent and removing any suggestion of an attack upon patriotic educators.

The House expressed its confidence in the patriotism and Americanism of the vast majority of educators and of bona fide educational organizations.

The American Medical Association has enjoyed cooperative relationships with the National Education Association for 40 years through a Joint Committee on Health Problems in Educa-

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tion, which has initiated many of the advances in health instruction and in school health services through cooperative deliberations, committee action and publications.

The A.M.A. likewise has cooperated with the organization of Chief State School Officers, the Association for Health, Physical Education and Recreation, the United States Office of Education, the American Association of School Administrators and many other educational groups, both national and state.

After the Atlantic City resolution was adopted there was much discussion by educators who asked whether it represented by accusation of the public school system of this country or whether it was intended only to draw attention to that minority group of teachers which, by subversive teachings, embarrasses the loyal educators.

"The House of Delegates never intended to arraign the public school system," said Dr. Eugene F. Hoffman, Los Angeles, who introduced both resolutions. "Nor was there any intention of accusing the majority of school educators of being subversively inclined. The medical profession has confidence in the teaching profession and believes that it consists mainly of a group of earnest, hard-working individuals devoted to the ideals of democracy. However, like in any large organizations there are always individuals who do things which do not bring credit to the organization.

"The American Medical Association therefore deplores the efforts of this small but determined and vocal minority of communist-inspired conspirators to impair the good repute of the schools in this country. The American Medical Association members, as citizens and as practitioners, do not want them destroyed as instruments of democratic government."

The resolution, as adopted at Los Angeles, follows in full:

WHEREAS, There has been some misunderstanding concerning the resolution adopted by the House of Delegates in June, 1951, calling for a Congressional investigation of the teaching of collectivism in our schools; be it

Resolved, The American Medical Association hereby reaffirms its belief in and support of the American public school system as a bulwark of our constitutional republic and that system must exercise its proper function of disciplining and instructing our youth in order that they upon the attainment of

(Resolution, page 47)



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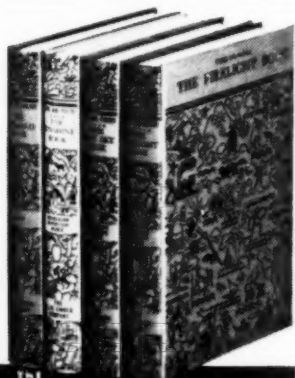
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BOOKS FOR REVIEW

The trend in censorship of the press has us frightened too. We make no recommendations of books which come across the editor's desk for purposes of review, for we have neither time nor resource to set ourselves up as censors of what the American public may or should read. Books sent to us for review by what we have reason to consider reputable publishing houses are listed in this column. They are available in your AEA Headquarters and any member of the Association is at liberty to examine them at any time.

BUILDERS OF THE OLD WORLD, by Hartman, Saunders and Nevins, MAKERS OF THE AMERICAS, by Lansing, Chase and Nevins, and AMERICA, LAND OF FREEDOM, by Hartman, Ball and Nevins, second edition, come in new format, new color, new illustrations, and new content. Published by D. C. Heath and Company, 285 Columbus Avenue, Boston 16, Massachusetts.

TEACHING LANGUAGE IN THE GRADES, by Mildred A. Dawson, published by the World Book Company. This book gives coverage to all phases of the language arts program in the elementary school.

ELEMENTARY SCHOOL LIBRARIES TODAY, published by the Department of Elementary School Principals of the National Education Association. This report presents a widespread sampling of present practices and beliefs, as a picture of what is going on in the elementary school library field in the United States today.

THEORY AND PRACTICE IN THE ELEMENTARY SCHOOL, by W. A. Saucier. Revised edition, published by The MacMillan Company.

MEXICO EDUCATIONAL TOUR

A four-week educational tour of Mexico will be conducted this summer by Professor and Mrs. Juan B. Rael of 574 Lasuen St., Stanford University, Calif. The tour will extend from June 26 to July 23 and will cost \$498 from Los Angeles and return. For details, write to Professor Rael.

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RESOLUTION

(From page 45)

maturity may assume their rightful positions as responsible and productive citizens; and be it further

Resolved, That the attention of every American is once again directed to the dangerous inroads upon our national thinking already achieved by the insidious philosophy of collectivism. Those educators who have seen this danger and are opposing it deserve our hearty commendation and enthusiastic support. Those who have attempted to pervert our school system from its true educational function to that of indoctrination should be relieved of further opportunity to achieve their goals.

The NEA Representative Assembly meeting in San Francisco last summer deplored the resolution of the American Medical Association which seemed to cast suspicion upon public school teachers of America. This article is deeply appreciated.

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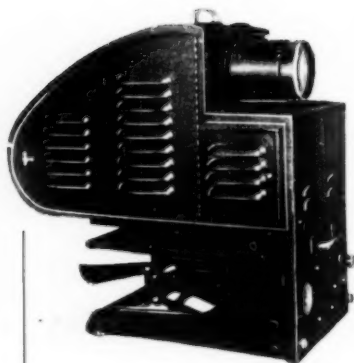
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NEW PROGRAM FOR Ph.D.'s

FIVE-YEAR SUPPORT has been given by the Carnegie Corporation to the University of Chicago's program for preparing Ph.D.'s for teaching as well as for research, Dean F. Champion Ward announced yesterday.

A grant of \$100,000 from the Carnegie Corporation followed four years of the university's experimentation and appraisal of the program, which has been supported by the corporation for the last three years. The grant will enable some 50 graduate students to participate over the next five years.

Dean of the college, Ward, is also chairman of the committee which administers the program, the only one in the country conducted on a fellowship and a university-wide basis.

"College teaching is the only major learned profession for which special professional training is not provided, as the President's Commission on Education has pointed out," Dean Ward said in announcing the grant.

"Practically all teachers in colleges have the Ph.D. degree, which represents training in research. Although everyone knows that most of those receiving the degree will go into teaching, that aspect has been largely ignored in the training of the Ph.D. The University of Chicago aim is to prepare the holders of the doctor's degree for teaching without impairing their training for research."

The fellowship holders, students who have either received their doctorate or are in the last year of candidacy, will attend seminars on the problems of college teaching and do apprentice teaching in the University's College, schools and divisions.

The expanded program, in addition to its student-teaching schedule, will include weekly seminars on college and university teaching and meetings with the University of Chicago faculty with which the fellows are doing apprentice teaching.

Upon successful completion of the program, fellows will be given a statement of their participation in the program.



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School Camping, directed by Dr. Mildred L. Stevens, assisted by Dr. Harold Bryant, naturalist and director of Grand Canyon National Park; Lynn Rodney, field representative for the National Recreation Association, and other specialists in organized recreation and guidance fields, Dr. Stevens is associate professor of physical education.*

Field Biology, directed by Chester F. Deaver, associate professor of science.*

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SECOND TERM, July 14 - August 15

Photography and the School, directed by Melvin Hutchinson, assistant professor of English, sponsor of publications, and director of publicity. Assisting will be W. H. Troxell, professional photographer.—June 9-20.

Southwest Writers' Workshop & Conference, directed by Dr. Antoinette G. Smith, assistant professor of English, who directed the highly successful writers' workshop and conference last summer. Assisting will be well known specialists in the writing field.—June 23-July 4.

One-Day Music Clinic, directed by Dr. Louise Grant, well known specialist in choral and elementary music. Assisting will be members of the college music staff. Elementary teachers invited. No fee will be charged.—July 7.

Workshop in Elementary Music, directed by Dr. Eldon A. Ardrey, head of the music department, assisted by Jack Swartz, assistant professor of music.—July 14-25.*

POST-SESSION WORKSHOPS AND SEMINAR

Our Out-Of-Doors, directed by Dr. Agnes M. Allen, head of the science department. Course will integrate all sciences in fields of weather, plant and animal life, geographical features, conservation, etc. For elementary and secondary teachers. Must register by August 10. — Aug. 18-29.*

Seminar in Coaching, a coaching clinic, held in conjunction with the All-Star Football and Basketball Games. — Aug. 18-23.*

Workshop in School and Community Health, directed by Dr. John N. Pederson, assistant professor of physical education. Must register by August 10.—Aug. 18-29*

Other Workshops Now Being Arranged. Among Them Are:

Problems in Teaching Spanish-Speaking Children in the Elementary School—Time to be announced. Interpreting the Modern School to the Community Through the Use of Various Local Media. Curriculum, guidance, and evaluation emphasized. Sponsored by Delta Kappa Gamma.—Tentative, June 10.

Clinic in School Administration, directed by a specialist in the field.—Post Session.

Organization and Supervision of Homemaking.—Tentative, Aug. 18-29.

TRANSFERABLE GRADUATE CREDIT: Up to 10 semester hours of acceptable graduate work earned in an Arizona institution may apply toward the degree of Master of Art in Education at this institution.

GRADUATE PROGRAMS: Plan A — 26 semester hours course work, plus 4 hours thesis. Plan B — 30 semester hours course work, plus 4 hours practicum. Plan C — 32 semester hours course work, plus a comprehensive objective written examination. Consult Dean of Instruction for information as to when Plan C is available.

NO NON-RESIDENT FEE FOR OUT-OF-STATE STUDENTS DURING SUMMER

Make reservations early for lodging accommodations. Write to the Student Personnel and Housing Office, Arizona State College, Flagstaff.

* Two semester hours of graduate credit.

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